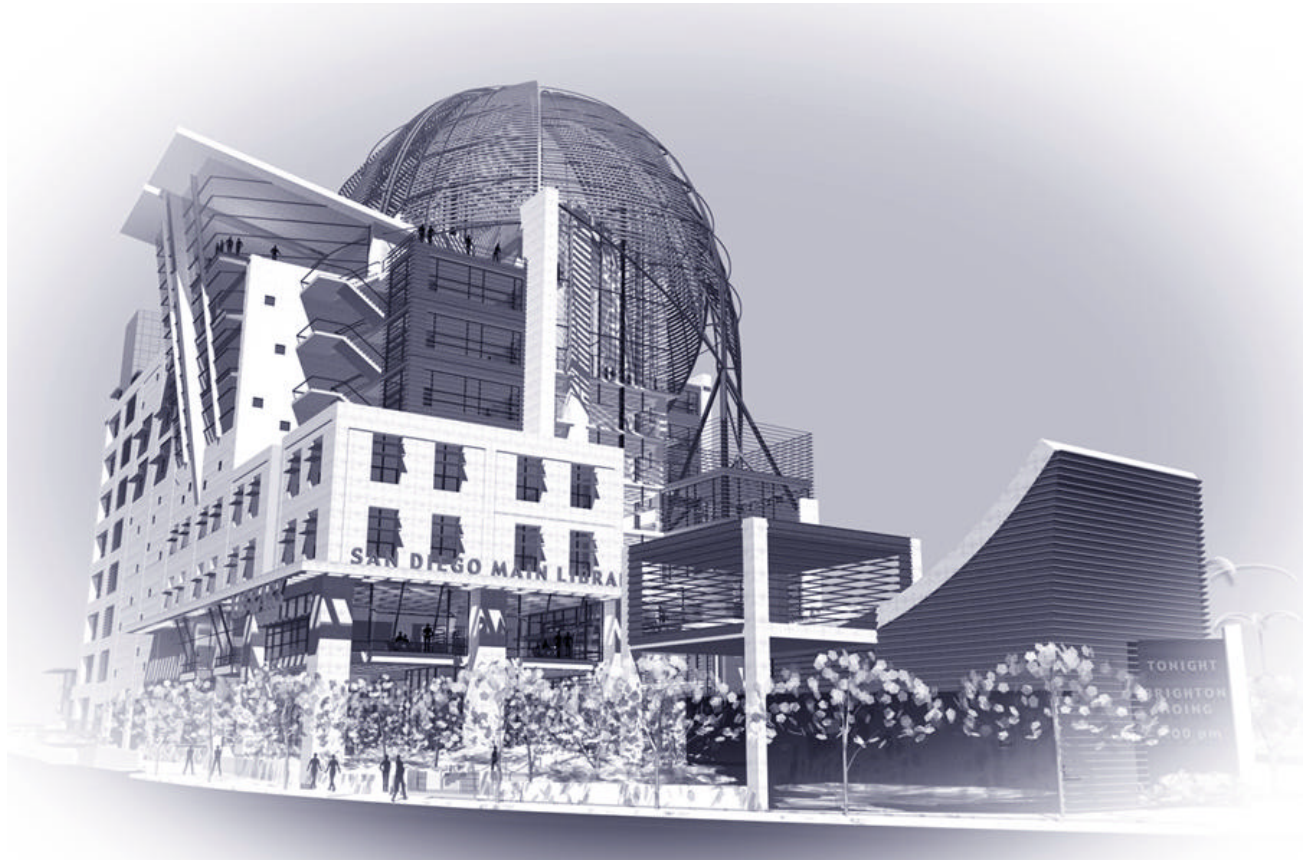# CITY OF SAN DIEGO-MAIN LIBRARY COMMUNITY NEEDS ASSESSMENT

**Submitted as part of an Application to
California State Library Office of Library Construction
Library Bond Act Grant**

City of San Diego-Main Library

City of San Diego-Main Library

City of San Diego-Main Library

City of San Diego-Main Library

OVERALL EXECUTIVE SUMMARY
SAN DIEGO COMMUNITY LIBRARY NEEDS ASSESSMENT

San Diego's assessment of community needs for a new Main Library has been underway for three decades. Several preliminary plans for a new facility have been drafted; each time, a needs assessment was conducted to determine where the library should be located, what it should look like, and what services it should render to the public. **During the past five years**, efforts both to assess community needs for library services and to win support for a new Main Library in San Diego, have intensified, culminating in a commitment by the City Council to build the San Diego Main Library in a site called the Park-to-Bay Link location, near the new Padres ballpark, and in the midst of a downtown neighborhood in dynamic redevelopment. This will be done as part of the nation's largest capital program for libraries that will also encompass 23 new or improved branch libraries.

Needs assessment activities during the last five years involved approximately 4,500 citizens, and were comprised of focus groups, written surveys, interviews, and public forums. In addition, a special meeting was convened, involving a diverse group of community leaders, to focus on their vision for a new Main Library in San Diego. The meeting resulted in the views that:

- ❖ **The Main Library Will Be San Diego's Premiere Civic Space**
- ❖ **The Main Library Will Be A Cornerstone Of San Diego's Educational System**
- ❖ **The Main Library Will Be An Engine For Economic Development**
- ❖ **The Main Library Will Anchor And Catalyze Development Of San Diego's Newest And Most Vibrant Residential Neighborhood**
- ❖ **The Main Library Will Connect Communities**
- ❖ **The Main Library Will Be Accessible To All**
- ❖ **The Main Library Will Be An Artistic And Cultural Eden**
- ❖ **The Main Library Will Be …Wonderful!**

Other needs assessment activities revealed community needs in the following categories:

- ❖ **Needs of the general public**
- ❖ **Needs of elementary and secondary students, teachers, administrators , and parents**
- ❖ **Needs of community organizations and agencies**
- ❖ **Needs of special populations**

Having identified needs in each of the above categories, Library staff sought to determine which of the needs in each category could reasonably be addressed by the Main Library, and what services would need to do so. To gain additional information from its constituency, Library staff returned to the community with a survey of opinions as to which of a number of possible public services were judged most important by San Diego citizens. Four service areas rose to the top in the view of San Diego residents, although individual groups of respondents had their own favorites among the potential service areas. Those are:

- ❖ **Formal Learning Support Services**
- ❖ **Youth Development Support Services**
- ❖ **Basic Literacy Support Services**
- ❖ **The Commons Support Services**

It was also evident from the data that the Main Library could not and should not offer only these four service areas. Given the nature of a main or central library, particularly in an area as populous and diverse as San Diego, a Main Library must essentially offer *all* library services. Therefore, in its Plan of Service, the San

Diego Main Library must provide the following 10 Core Service Areas in addition to the four high priority areas:

- ❖ **Business and career information;**
- ❖ **Community referral;**
- ❖ **Consumer information;**
- ❖ **Cultural awareness;**
- ❖ **Current topics and titles;**
- ❖ **Government information;**
- ❖ **General information;**
- ❖ **Local history and genealogy;**
- ❖ **Information literacy; and**
- ❖ **Lifelong learning.**

Needs assessment data also portrayed elementary and secondary students, their parents, and their teachers and administrators as having special needs that must be addressed by the Main Library. These needs lead to that part of the Plan of Service called Joint Venture Projects, activities that will be undertaken collaboratively between the San Diego Unified School District and the Main Library.

The needs assessment also involved taking a hard look at the physical and service limitations imposed by the current Central Library. Those limitations are significant, precluding rehabilitation of the current facility and include:

- ❖ There is no room for more materials.
- ❖ Fully 60% of the books the Library possesses are not accessible to the public.
- ❖ Reader's seating is inadequate.
- ❖ Space for community meetings, cultural programming, and other public meeting and exhibit space requirements are entirely inadequate.
- ❖ There is an insufficient number of public access computer terminals available to address demand.
- ❖ The absence of parking spaces limits the number of people who utilize the Library.
- ❖ Access for persons with disabilities is severely limited.
- ❖ Staff workspace is inadequate.

The population of San Diego continues to grow at a significant rate. When it opened, the Central Library served a population of 466,000. The population now stands at 1,223,400, expected to grow to 1,693,000 by the year 2020. Square footage per capita is a common measure used to compare library facilities. The average of 30 central libraries serving the largest urban areas of the nation is 0.42 square feet per capita. The San Diego Central Library provides 0.11 square feet per capita for the present population.

Given its present City population, the San Diego Central Library would need to have approximately 2,043,000 holdings in its collection to meet even the average per capita holdings in comparable libraries. Instead, the current holdings of the Central Library, excluding government documents, are approximately 820,000. Given that the Central Library is already "maxed out" in terms of the number of items it can contain, and given that nearly 40% of the *current* collection is inaccessible to the public, the collection problem is evident.

The long lines outside the Central Library computer laboratory tell the story: The Library does not have enough technology to respond to the increasing demands of the community for technology services.

INTRODUCTION TO THE COMMUNITY NEEDS FOR LIBRARY SERVICES ASSESSMENT

In a time of economic and political insecurity, it is difficult to gain the confidence of a community and its government sufficient to build a new public structure. In just such times, the people of San Diego have declared their support for building a new San Diego Main Library. In November 2002, the City Council approved a general funding program for the Main Library and 23 branch libraries.

The question of where to build the new Main Library has been complex, but has been answered: the Main Library will be located in a place called the Park-to-Bay Link location, in full view of beautiful San Diego Bay and in close proximity to the new San Diego Padres ballpark, currently under construction.

The intent of the needs assessment activities reported herein was to determine the needs of the community for library services from a new facility. The process used was meant to solicit a broad range of opinions, to determine which needs could reasonably be addressed by a Main Library, and to provide some benchmarks against which the Main Library might ultimately be evaluated.

Of particular concern has been an examination of how the public library in San Diego in general, and the Main Library in particular, can meet the needs of students in the schools of San Diego. While elementary and secondary students are not the only constituent group the Main Library must serve, such students are a very important patron group. This Community Needs Assessment document pays a great deal of attention to this group.

The assessment of community needs for and interest in a new Main Library in San Diego has been underway for three decades. Several preliminary plans for a new facility have been drafted; each time, a needs assessment was conducted to determine where the library should be sited, what it should look like, and what services it should render to the public.

In many respects, the new Main Library is long overdue. Comparing San Diego's Central Library with the main libraries of other large cities in California underscores this point:

CITY	MAIN LIBRARY OPENED	YEARS OLD
Los Angeles	1993	10
San Diego	1954	49
San Jose	2003	*0
San Francisco	1996	7
Long Beach	1976	27

San Jose's new main library is scheduled to open in fall 2003

Meanwhile, the current Central Library continues to operate, to serve an ever-expanding number of patrons, matching the growth in population of the City and County. In 2003, the Central Library is woefully inadequate: it cannot house a collection reflective of the needs of the citizens; its technology base is being strained to the limit; there is simply no room for staff and volunteers to do their work; there are not enough meeting rooms or exhibit spaces; and, in general, the physical condition of the library has reached a point where it can no longer be renovated or even maintained in a manner worthy of a main library for a major city. It is time to build a new Main Library.

A BIRD'S EYE VIEW OF THE SAN DIEGO COMMUNITY NEEDS ASSESSMENT ACTIVITIES AND RESULTS

This Community Needs Assessment document contains a detailed description of the needs assessment activities conducted by the San Diego Public Library in preparation for the construction of a new San Diego Main Library. The document also describes what was learned about the needs San Diegans have that a public library might seek to address.

Overall, the San Diego Public Library followed the conceptual model set forth by the Public Library Association to plan for services in a public library, as shown below. This bird's eye view of the Community Needs Assessment roughly follows this conception of the task.

Community Vision

⬇

Community Needs

⬇

Community Needs the Library Can Meet

⬇

Service Responses

⬇

Library Mission

⬇

Service Goals

⬇

Objectives

⬇

Activities
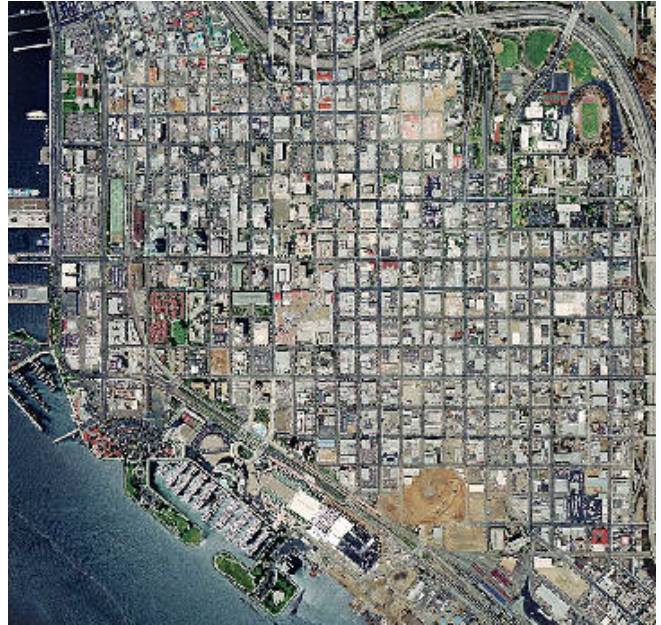
Creating a Community Vision

The vision for a new Main Library in San Diego must be embedded in a broader vision for the City of San Diego, particularly the downtown area where the new library will be sited. The City has convened a number of focus groups to create a vision for the City. The San Diego Main Library will be part of a major redevelopment in San Diego's urban core. This redevelopment project will include the redevelopment of East Village, including the new San Diego Padres ballpark, and is envisioned as a living-shopping-transportation center. The Library will add considerable value to this East Village location, and will in turn benefit from the massive redevelopment taking place in the 26 square block area.

Creating a Vision for the San Diego Main Library

The San Diego Public Library convened a major meeting of community leaders to consider the unique role of a main library. The meeting, reported elsewhere in this document, yielded a number of interesting observations about how San Diego community leaders view the importance of the Main Library:

Determining Needs a Main Library Might Seek to Address

As a result of its myriad needs assessment activities, the San Diego Public Library has identified a number of needs that the public believes its new Main Library should address. These needs are grouped into four categories:

- ❖ Needs of the general public

- ❖ Needs of elementary and secondary students, teachers, administrators, and parents

- ❖ Needs of community organizations and agencies

- ❖ Needs of special populations, such as new immigrants and persons with disabilities

Needs of the General Public

- ❖ Resources and services to support student achievement in elementary and secondary education.

- ❖ A comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.

- ❖ Resources and services that will support professional development for employees of organizations and agencies in the region, and lifelong learning for all citizens.

- ❖ A primary public access point for all citizens to technology systems, resources, and the skills needed to use those technologies.

- ❖ A venue for public discussion, exhibitions, and programs.

- ❖ Resources and services to raise the rate of literacy in the City, particularly for the new immigrant populations.

Needs of Elementary and Secondary Students, Teachers, Administrators, and Parents

- ❖ San Diego Unified School District teachers and students need additional information resources and services to support student learning, particularly at times beyond the hours of normal school operation.

- ❖ San Diego Unified School District teachers and administrators need information resources and programming to support teacher and administrator professional development.

- ❖ San Diego Unified School District needs information resources and programs to support parent education so that parents might be more effectively involved in the learning of their children.

- ❖ San Diego Unified School District could benefit from assistance in helping their students grow and develop as individuals and leaders.

Needs of Community Organizations and Agencies

- ❖ Community organizations need a place to refer their clients that will be a reliable primary source of information. Community organizations want (and expect) the Main Library to have an extensive collection of information resources, in all formats, that their clients need for whatever purposes they may have.

- ❖ Community organizations need a credible and accessible source for continuing professional education for their staffs. Most, if not all, of the community organizations contacted in the Library's study recognize the importance of lifelong learning for their staffs, and see the Main Library as a potentially good source for some of that learning.

- ❖ Community organizations need to expand public awareness of their programs and services. The Main Library as a central resource for information about all manner of community organizations is something desired by many of these organizations.

- ❖ Community organizations want an inviting and welcoming location to serve as a venue for educational and cultural programming for the benefit of their constituents. The Main Library is seen by a number of organizations as an important public channel to people who might enjoy and benefit from the cultural programming these community organizations can provide.

- ❖ Some community organizations want a place for clients to exhibit works of art and other personal expressions.

- ❖ Community organizations would like their clients to learn how to find the information they need, including using technologies. In Library parlance, community organizations appear to want the Main Library to play a key role in developing information literacy.

Needs of Special Populations

- ❖ Persons with disabilities need access to assistive technologies, and to special materials such as large text books and audio materials.

- ❖ New immigrants are particularly in need of:
  - ◆ Cultural programming.
  - ◆ Expanded foreign language collections
  - ◆ Literacy programs
  - ◆ Citizenship preparation programs
  - ◆ Small businesses start-up and maintenance information
  - ◆ Education and other services for children and teenagers

Needs for Library Services

Having identified the range of needs described above, the San Diego Public Library sought to determine what specific services the San Diego Main Library will need to provide to meet the needs of the community. Once again using the Public Library Association (PLA) planning guide, the Library considered which of the 13 service responses suggested by the PLA were appropriate for the San Diego Main Library. In addition to the 13 PLA-suggested service response areas, the Library added a 14th service area: youth development. As a result of its survey work, the Library identified four high priority service areas that most critically responded to community needs:

- ❖ Formal Learning Support
- ❖ Youth Development Support

- ❖ Basic Literacy Support
- ❖ The Commons Support

The Library also recognized the need for some unique services to elementary and secondary education students and teachers, and identified a number of projects the Main Library will carry out as joint venture activities with the San Diego Unified School District.

Finally, the Library acknowledges that the role of a major central library for a large urban community requires that that library provide *all* of the types of services identified by the Public Library Association. Therefore, the San Diego Main Library will also provide the following service areas:

- ❖ Business and Career Information
- ❖ Community Referral
- ❖ Consumer Information
- ❖ Cultural Awareness
- ❖ Current Topics and Titles

- ❖ Government Information
- ❖ General Information
- ❖ Local History and Genealogy
- ❖ Information Literacy
- ❖ Lifelong Learning

Barriers to Implementation of Needed Library Services with Current Central Library

The needs assessment efforts undertaken by the Library included an analysis of the limitations on library service imposed by the current Central Library facility. The "short list" of these limitations includes:

- ❖ There is no room for more materials, and many of the materials the Library possesses are not accessible to the public.
- ❖ Reader's seating is woefully inadequate.
- ❖ Space for community meetings, cultural programming, and other public meeting and exhibit space requirements are entirely inadequate.
- ❖ There is an insufficient number of public access computer terminals available to address demand.
- ❖ The absence of parking spaces limits the number of people who utilize the Library.
- ❖ Access for persons with disabilities is severely limited.
- ❖ Workspace for staff, volunteers, and the Serra Research Center is woefully inadequate.

A VISION OF THE CITY AND THE MAIN LIBRARY

The Library's Neighborhood

The San Diego Main Library will be built in the midst of what can only be called a renaissance in urban living in San Diego. The vision for the downtown area of the City of San Diego creates, in turn, a vision for a great public building that will be the San Diego Main Library. The dynamism of Downtown was captured in a recent publication from the Center City Development Corporation (CCDC). The introduction to that publication is reprinted below:

TAKE ONE look at the changing downtown San Diego skyline, and the progress being made in the heart of this prominent Southern California waterfront city is immediately evident. Huge cranes point towards the future of what has steadily become one of San Diego's most treasured areas to live, work and play.

"Downtown San Diego is becoming a world-class city before our eyes," said Peter Hall, Centre City Development Corporation (CCDC) president. "Whether taking advantage of opportunities for new business growth, living in one of several new residential projects, or simply enjoying the many and varied amenities and activities that occur throughout the year, downtown has become a dynamic destination for everyone to enjoy."

2002 marked a year of important and significant redevelopment activity. This unprecedented effort is not expected to slow down in 2003. Nearly $3 billion in projects is planned throughout downtown's eight neighborhoods.

The progress is unmistakable. Nearly 9,000 homes at all price points are being built downtown, roughly 40 percent of the new housing now planned for the City of San Diego. More than 2 million square feet of office space is expected, and it is designed to attract a variety of firms to downtown's expanding business community and provide jobs for San Diegans. Thousands of new hotel rooms, supporting downtown's growing number of visitors and the expanded Convention Center, are also being added.

Today, the 42,000-seat Ballpark is 50 percent complete and on target for baseball's April 2004 Opening Day. In addition, major public projects like the long-sought Park-to-Bay link will begin construction this year, and the extraordinary revitalization of downtown's waterfront via the North Embarcadero Visionary Plan will continue to be refined.

Additionally, in January, downtown was the "Super Hub" of Super Bowl XXXVII activities, welcoming tens of thousands of visitors and residents who experienced an exciting array of activities and witnessed first hand the transformation that has occurred throughout downtown since the 1998 Super Bowl in San Diego.

This diverse combination of development continues to stimulate the unprecedented renaissance that is helping transform downtown into a cosmopolitan, 24-hour city. More importantly, this is a nationwide model for successful urban renewal.

This annual report outlines CCDC's current work plan. The project listing and associated interactive map are located at www.ccdc.com and will be updated throughout the year.

Downtown San Diego consists of eight neighborhoods. The Main Library will be built in the *East Village* neighborhood. To give a better idea of the emerging nature of the East Village, one can examine the currently approved building projects underway or planned for the community, including:

- ❖ 13th and Market Streets: Affordably-priced condominiums
- ❖ 15th and Market Streets: Avion, mixed use project with 3,000sf of retail and 48 apartments
- ❖ 10th and Market Streets: CityMark, 234 condominiums with 5,800sf of retail
- ❖ Ninth and J Streets: Diamond Terrace, 112 condominiums and 20,000sf retail
- ❖ 13th and Island Streets: Entrada, 177 apartments
- ❖ 10th and G Streets: Lofts East, 148 loft apartments and 18 live/work units with 8,400sf commercial
- ❖ Seventh and G Streets: Lofts West, 153 loft apartments and 18 live/work units, with 5,000sf commercial
- ❖ Park and Market Streets: Island Village, 280 studio apartments with 5,000sf retail
- ❖ 744 Seventh Avenue: Les Lofts, 12 apartments and lofts with 900sf retail
- ❖ 14th and J Streets: Library Square, 47 apartments
- ❖ 14th and Market Streets: Market Square Manor, 200 units for seniors
- ❖ Seventh and Market Streets: Market Street Lofts, 34 apartments and 12,000sf commercial
- ❖ 750 11th Avenue: Neuhaus Ateliers, 23 two-level loft apartments
- ❖ Ninth and F Streets: Catholic Charities, 24 apartments
- ❖ Sixth and F Streets: Northblock Lofts, 97 loft apartments with 7,800sf commercial
- ❖ Metropolitan Condominiums, 36 luxury condos atop Omni San Diego Hotel
- ❖ Park and Island Streets: Park Boulevard East, 104 condominiums
- ❖ Park and Market Streets: Park Boulevard West, 117 condominiums
- ❖ 13th and Market Streets: Six at 529, 6 apartments
- ❖ Sixth and G Streets: Southblock Lofts, 62 apartments with 12,000sf retail
- ❖ 10th and G Streets: 10th and G Haus, 42 apartments with 3,000sf retail
- ❖ 14th and C Streets: Union Square, 262 condominiums
- ❖ 16th and Imperial Streets: Villa Harvey Mandel Apartments, 90 low-income apartments
- ❖ 15th and J Streets: Village Hotel, 41 single room occupancy units

This kind of housing and retail development will be buttressed by significant transit improvements, and projects such as the proposed "Park Boulevard, Gateway to the East Village" mixed use and transit redevelopment plan for 12th Avenue.

It should be evident from the above brief description that San Diego as a city is experiencing a tremendous period of revitalization, and that the downtown area, home of the new Main Library, is itself in the midst of a very exciting time. As the vision for the City is dynamic and far-reaching, so too is the vision held for the Main Library. That vision is described next.

A VISION FOR SAN DIEGO'S NEW MAIN LIBRARY

Realizing a Civic Dream … "Great Cities Are Defined by Great City Centers"

San Diego is one of the youngest metropolitan areas in America, and it is aching to grow up. Civic leaders agonize that despite San Diego's size and rich history, and maturing economy and communities, it has yet to evolve into a "grown-up place" – that is, a region of equal stature to the great cities of the world. They often cite the lack of a great civic space – a place that symbolizes the region's identity – as the critical missing link.

For decades, leaders and citizens have sought ways to create a civic space that would serve as the destination for regional pride, embodying who we are and what we aspire to be. Regional leaders have yearned to create an icon that opens minds, democratizes and unifies San Diego's diverse neighborhoods, enlightens both children and adults, and creates a common ground from which everyone can agree on what it means to be a San Diegan.

The opportunity exists today to create a great civic space and define a great region in a way that has never before unified so many groups under one hope and one location. Never before has there been an opportunity to gather as many civic amenities and San Diegans under one roof. *That opportunity is San Diego's new Main Library.*

The New Main Library Will Be San Diego's Premiere Civic Space

More than 100 years after Alonzo Horton purchased the land now known as downtown San Diego to build a vibrant waterfront center, that vision is now being honored. More than $3 billion of public and private funds have been invested and leveraged to develop downtown into a world-class urban center. And San Diego's new Main Library, to be built in the East Village neighborhood and just a stone's throw from the waterfront, will be the heart of downtown.

Located at the intersection where residential, commerce, culture, transportation, education, tourism, entertainment and San Diego's famed waterfront meet, the new Main Library will be the center of civic activity. The new Main Library will be bounded by two important downtown San Diego thoroughfares. The Park-to-Bay Link connects San Diego's majestic waterfront to the rich cultural activity of Balboa Park, which contains more than 85 cultural and recreational organizations, including 16 museums. J Street is the city's fastest-growing residential and commercial corridor, and home to San Diego's new Major

League Baseball park. Imagine 40,000 children at Kid's Day at the ballpark, spilling out of the game and walking across the street to the new Main Library …

Designed by world-renowned architect Rob Wellington Quigley, San Diego's new Main Library will be a public space unlike any other in San Diego. The new Main Library will be an architectural landmark recognized the world over, inviting residents and visitors from all over to enjoy the millions of volumes and activities inside. Following LEED (Leadership in Energy and Environmental Design) standards, the new

Main Library will be developed as a civic role model of sustainability and energy conservation, honoring the environment for the benefit of future of generations. The new Main Library may be the largest LEED gold-

NINTH FLOOR	Special Events, Gallery, Special Collections
EIGHTH FLOOR	Art & Music, Serra, READ/San Diego
SEVENTH FLOOR	Lease
SIXTH FLOOR	Lease
FIFTH FLOOR	History, Biography, Library Offices
FOURTH FLOOR	Literature, Language, Fiction, Internet Center, Computer Training, Technology Demonstration Center
THIRD FLOOR	Science, Magazines & Newspapers, Patents & Trademarks, Govt. Documents
SECOND FLOOR	Social Science & Business, Teen Center, Homework Center
GROUND FLOOR	Lobby, Popular Titles, Youth, Conference Rooms, I CAN Center, Auditorium
TWO UNDERGROUND LEVELS	Parking

rated building in California.

The New Main Library Will Be a Cornerstone of San Diego's Educational System

The new Main Library will be a cornerstone of San Diego's education system, providing a toddler's very first literary experience, empowering the adult learner, supporting the professional's pursuit of lifelong enrichment, and engaging the hobbyist and enthusiast.

The new Main Library will open the minds of children, offering resources beyond those available to them at school. A newly formed partnership with San Diego Unified School District is evidence of the need for the new Main Library's vast resources by the second largest school district in the state.

The new Main Library will build an educated workforce. San Diegans want their children to raise their families here, work here, and buy homes here. There is new commitment to growing intellectual capital from within San Diego's own population, and the new Main Library will be an educational resource driving this initiative.

The New Main Library Will Narrow the Digital Divide

By providing unprecedented state-of-the-art technology, support and access, the new Main Library will narrow the digital divide by opening the doors of technology to the underrepresented households that do not own computers. San Diego is already recognized as high tech place – for business, that is. The library will embrace San Diego's high tech identity and level the playing field so that the region is known as a high tech place for *everyone*.

The New Main Library Will Connect Communities and Cultures

Forty percent of all new residential units in the city are being built in downtown, creating an exciting and diverse community for young professionals, service industry workers, empty nesters and families. Yet downtown's eight distinctive neighborhoods – Little Italy, Marina, Cortez, Columbia, Core, Gaslamp Quarter, Horton and East Village – today exist in isolation. Simply, there is no place for these neighbors to gather and

meet one another.

The new Main Library will be a place for neighbors to talk to each other, where a minimum of 50,000 downtown residents will gather by the time the new Main Library opens its doors in 2007.

The neighborhoods surrounding downtown are even more disconnected, divided from the center city by the Interstate 5 freeway. The new Main Library will break down the barriers that disconnect the Barrio Logan, Golden Hill and Uptown – the most socio-economically and culturally diverse neighborhoods in the region – luring those residents to a place that welcomes everyone.

San Diego is blessed with a bounty of cultural diversity. The new Main Library will be one of the most international libraries in the United States, serving as a catalyst to gather all of San Diego's ethnicities and cultures under one roof and in a neutral territory. The new Main Library will welcome the thousands of immigrants who swear their allegiance to the United States every year and make San Diego their home because of its cultural richness. With the U.S.-Mexico border just 20 minutes away, thousands will cross the border to use the new Main Library.

The new Main Library will expand annual cultural celebrations that occur around the region – Cesar Chavez Day, the Martin Luther King, Jr. Parade, Fleet Week military events, and Chinese New Year, just to name a few. New celebrations embracing food and culture will be created around the New Main Library.

The New Main Library Will Anchor and Catalyze Development of San Diego's Newest and Most Vibrant Residential Neighborhood

The new Main Library will be the anchor of residential development in downtown's East Village. Most of the remaining population growth of the city will occur in this long-neglected, blighted neighborhood that is the focus of the next wave of downtown redevelopment. Community activists and planners envision East

Village as the ultimate urban neighborhood filled with the laughter of thousands of children, and what better amenity to attract new residential development and families than a new Main Library.

The New Main Library Will Be an Engine for Economic Development

The new Main Library will catalyze economic growth. Downtown San Diego is the center of commerce for the San Diego region. More than 75,000 employers and employees do business in downtown, including several Fortune 500 companies and every branch of government. In a knowledge-intensive economy, these companies and their employees require 21st century tools to help them excel in their fields and industries, yet the existing main library falls woefully short of meeting this need.

With its computer portals to business databases and the largest collection of patent and trade information, the new Main Library will be a place where entrepreneurs can research their ideas, workers can enhance their skills, and small business people can access information to build their enterprises and dreams.

The New Main Library Will Be Accessible to All

The new Main Library will be the most accessible public space in the region. Downtown San Diego is the hub of the region's transportation system and enjoys premium transit service. All of San Diego's major freeways and modes of transit converge in downtown, leading all 2.5 million residents in the region to the new Main Library.

The new Main Library will be fully accessible to people with disabilities. Designed to meet, and in many cases exceed, ADA standards, the facility will be easy to use and physically inviting to all those who wish to use it.

The New Main Library Will Be An Artistic Eden

The new Main Library will be the centerpiece of the critical mass of artistic assets in downtown San Diego. Surrounded by award-winning theaters, galleries, museums, public art and architecture that enlighten and inspire, the new Main Library will be downtown's artistic and cultural icon.

The new Main Library will deliver a public art program that uplifts and expands the imagination. Governmental entities, including the City of San Diego Commission for Arts and Culture, the San Diego Unified Port District and Centre City Development Corporation, have already implemented a robust public arts program in downtown, and they have made a commitment to public art at the new Main Library.

The new Main Library will be physically connected to Balboa Park and its many cultural institutions through the Park-to-Bay Link, creating a cultural space that spans the city. The new Main Library will be located at the base of the Park-to-Bay Link, a historic land-use plan first envisioned in 1909, that will connect the nation's second-largest mass of cultural resources to the waterfront.

The New Main Library Will Be …Wonderful.

Welcome to San Diego's New Main Library

In winter 2002, the San Diego Public Library assembled a group of 24 local individuals from various backgrounds and associations to create a vision statement for the new Main Library. This "vision summit" was facilitated by Karen Stashower from The CENTRE for Organizational Effectiveness. The group worked together in a brainstorming session to determine what kind of facility the new Main Library will be and how it will serve the San Diego community. Participants in creating the vision statement were as follows:

Manny Aguilar, Vice President and General Manager
Client Relations,
San Diego Data Processing Corporation
Chicano Federation, Board of Directors, 2nd Vice Chair
San Diego County Hispanic Chamber of Commerce, Immediate Past President

Doris Anderson, Executive Director
Elementary Institute of Science

Sandra I. Arkin, Board Member
San Diego Historical Society, Board Member

Laurie Black
LJ Black Consulting Group
Board of Library Commissioners

Dr. James Bowers, Executive Director
San Diego Library Foundation
Mingei International Museum of World Folk Art
Scripps Foundation for Medicine & Science

Michelle Brega, Consultant
mb marketing/communications

Arturo Castro, Architect
Tucker Sadler Noble Castro Architects

Alexander Chuang, Ph.D, Executive Director
San Diego Chinese Historical Museum

Dan Coffer, Committee Consultant
City Council Natural Resources and Culture Committee

Kevin Cottrell, Executive Director
LEAD San Diego, Inc.

Victoria Hamilton, Executive Director
Commission for Arts and Culture

Peggy F. Hayward, Ed.D, Dean
Information & Learning Technology
San Diego Community College

Mel Katz, Chief Executive Officer
MANPOWER
Board of Library Commissioners

Peter MacCracken, APR, Principal
Strategic Communications

George Mitrovich, President
The City Club of San Diego

Susan Myrland, Director
Interactive Media Management

Andrew Poat, Director
Governmental Relations
City of San Diego

Rob Wellington Quigley, Principal
Rob Wellington Quigley, FAIA

Harold G. Sadler, Chairman, Board of Directors
Centre City Development Corporation

Michael Stepner, Director, Land Use and Housing
San Diego Regional Economic Development Corporation

Katie Sullivan, President
Friends of the San Diego Public Library Foundation

Adrienne Vargas, Associate Vice President of Fund Services
The San Diego Foundation

Leslie Wade, President and CEO
Wade Communications
Downtown San Diego Partnership

Mary Lindenstein Walshok, Ph.D
Associate Vice Chairman
Extended Studies & Public Service
University of California
Chair, Board of Library Commissioners

SAN DIEGO PUBLIC LIBRARY STAFF
Anna Tatár, Library Director
Margaret Kazmer, Deputy Director, Central Library
Meryl Balko, Deputy Director, Branch Libraries Division
Dennis Gooler, Acting Development Director

EXECUTIVE SUMMARY: NEEDS ASSESSMENT METHODOLOGY

The San Diego Public Library, and the City of San Diego, utilized a variety of methods to determine the needs for library services from a new San Diego Main Library. The components of the needs assessment methodology included:

To determine a vision for the City of San Diego:
The vision for the City of San Diego, and particularly for the downtown neighborhood in which the new San Diego Main Library will be built, has been created by many groups within San Diego. One of the most comprehensive views of the future of downtown San Diego has been created by the Centre City Development Corporation (CCDC). The work of that organization was drawn upon to form the general framework within which the new Library will operate.

To determine a vision for the San Diego Main Library:
During the past five years, the San Diego Public Library and the City utilized three methods for determining an overall vision for the San Diego Main Library:

❖ Eight different focus group meetings were held throughout the City with a range of citizens.

❖ Face-to-face interviews were conducted with 14 major community organizations that need library services. In addition, literally scores of other interviews with community organization representatives were conducted by telephone. These interviews took place in late 2002 and early 2003.

❖ Community forums were conducted by a number of City agencies during the past five years.

In February 2003, a Library Summit meeting was held, involving 26 leaders from community organizations in San Diego. The meeting, hosted by the Board of Library Commissioners, yielded a vision statement for the Main Library that is contained in this document.

To determine needs in the general San Diego community:
Four methods of gathering data were used:

❖ Focus Groups (346 participants)

❖ Interviews (32 participants)

❖ Surveys (2954 participants)

❖ Public Forums (1203 participants)

A total of 4,535 individuals participated in the various needs assessment activities cited above.

To determine needs in the San Diego Unified School District:
Three efforts were undertaken:

❖ An analysis of the Blueprint for Student Achievement, the overall plan for increasing student achievement in the District.

❖ Interviews were held with the Superintendent, Director of Facilities, District administrators, Instructional Media Supervisor, Library staff and all five Board of Education members.

❖ Surveys of more than 1,000 students, teachers, administrators, and parents, including one survey completed in 2003.

To determine the potential impacts of demographic changes in San Diego:
The San Diego Public Library commissioned a comprehensive study by a firm that specializes in demographic studies for library planning, Civic Technologies, Inc. The results are reported in depth in this document.

Needs Assessment Methodology

The City of San Diego employed a number of means of gathering information about needs in the community for library services from a Main Library; this section contains a summary of those methods.

Participants in the Needs Assessment Activities

Many efforts were made to involve individual residents, community organizations, special interest groups, special populations, and others in the determination of community needs for library services. Figure 1 contains a summary of the number of people involved in providing input to the needs assessment for the new Main Library.

Figure 1: Summary of number of Participants in the Community Needs Assessment Process	
PARTICIPANT GROUP	**NUMBER**
PLC Focus Group Study	56
1997-98 public meetings	85
1998-99 workshops	250
1999 City Manager Study	1,000
Strategic Planning Process Workshops	40
Godbe Research Survey	1,600
Natural Resources and Culture hearings	118
2001 School Survey	100
2002 School Survey	200
2002 Interviews and Focus Groups	60
2003 Library User Survey	273
2003 School Survey	781
2003 Partner Survey	32
TOTAL PARTICIPANTS	**4,595**

Needs Assessment Activities

The needs assessment activities conducted by the San Diego Public Library within the last five years have involved many types of data-gathering methods: focus groups, interviews, surveys, and community forums. Following is a description of these various needs assessment activities conducted *within the last five years*. The *results* of these activities are reported in subsequent sections of this document.

Needs Assessment Achieved through Focus Groups and Interviews

❖ A formal planning study (1997) conducted by Professional Library Consultants utilized five focus groups and an extensive community planning exercise, which resulted in a final report that included a recommended building program for the new library. While this study falls just outside the five-year limit on needs assessment data for this proposal, we mention the study because it provided a general framework for subsequent data gathering efforts.

❖ In conjunction with the Strategic Planning Process for the library system, focus group meetings were held December 14, 1999; January 25, 2000; and May 2, 2000, in three different areas of the city. Approximately 40 people attended these meetings to provide input into the strategic plan for the system, including a new Main Library. Suggestions included: providing a wide variety of cultural programming; having a major community center which would provide meeting spaces for various organizations; emphasizing the unique resources of the Central Library; addressing the need for advanced technology and more computers; and ensuring space for a much larger collection of books and other library materials.

Needs Assessment Achieved through Interviews

❖ In winter 2003, the Library Director and/or the Deputy Director conducted a number of interviews and focus group meetings with community organizations with which the current Central Library partners in some form, or for whom the Library might be expected to provide services. The focus of each of these meetings was on services that the new Main Library might offer to community organizations, from the perspective of those organizations. A total of 19 meetings were held, involving leaders of the following community organizations:

- Asian Business Association
- Barahona Center for the Study of Books in Spanish for Children and Adolescents
- Center for the Spanish Book
- Chicano Federation
- City Club of San Diego
- City of San Diego Department Directors
- City of San Diego Informal Employee Associations:

  - Asian American
  - Arab-American
  - Iranian American
  - Black
  - Christian
  - Differently Challenged
  - Diversity
  - Filipino-American
  - Fire-Brothers United, San Diego Fire Fighters Inc.
  - Los Bomberos de San Diego

  - Gay and Lesbian
  - Latino
  - Black Police Officers
  - Golden State Peace Officers
  - Metro Latino Police Officers
  - National Latino Police Officers
  - Pan Pacific Law Enforcement
  - Women Employees Association
  - Women's Issues Committee

- Episcopal Community Services
- Friends of San Diego Library
- Grossmont Health Care District

- LEAD San Diego

- Mexican Consulate

- San Diego City College

- San Diego County Hispanic Chamber of Commerce

- San Diego Fine Woodworkers Association

- San Diego Historical Society

- San Diego Railroad Museum

- San Diego Regional Chamber of Commerce

- San Diego Urban League

- San Diego Workforce Partnership

❖ In winter 2003, the Central Library's Section Supervisors conducted interviews, meetings, and surveys with the following 18 agencies, organizations and schools:

- California History Social Science Project

- Children's Museum

- City of San Diego Environmental Services Department

- Daughters of the American Revolution (DAR)

- Family Literacy Foundation

- Garfield High School

- KPBS/P.O.V. (Point of View)

- Loving Care Adult & Day Health Center

- Monarch School

- Roosevelt Junior High School

- Saint Vincent De Paul

- San Diego Genealogy Society

- San Diego High School

- San Diego Museum of Art

- Sherman Elementary School

- Small Business Administration

- Society for American Baseball Research (SABR)

- United States Patent and Trademark Office

Needs Assessment Achieved through Surveys

❖ In October 2000, Professional Library Consultants completed a revision of its initial building program to reflect additional community information received through community surveys.

❖ In December 2000, a telephone survey was conducted for the City of San Diego by Godbe Research and Analysis, Inc. Approximately 1,600 residents were interviewed about uses of the City's technology systems, including access to the public library. Given the centrality of discussions about technology's potential role in the new Main Library, the results of this survey have been included in the needs assessment analysis.

❖ In November 2001, the Children's Room of the Central Library conducted a survey on library usage by teachers at schools in the library's service area. Teachers from six schools participated.

❖ The Children's Room also conducted a survey of 17 schools in the district served by the Central Library in January 2002.

❖ As a capstone to its needs assessment activities, the Library conducted written surveys of three groups in early 2003:

  ◆ Patrons using the current Central and branch libraries

  ◆ Students, parents, administrators, and teachers in schools in the San Diego Unified School District

  ◆ Participants in a series of focus groups consisting of agencies and organizations with which the Main Library might partner in future endeavors

❖ The library also solicited letters from the community (See Part 2 of the Community Needs Assessment.)

The survey provided respondents with statements about a number of possible services the Main Library could provide, and asked how important those services are to the respondent.

Needs Assessment Achieved through Public Forums

❖ A series of eight public meetings was held in various locations throughout the City of San Diego to engage citizens in conversation about the needs for a new Main Library, potential sites for the library, and services that might be rendered by the Main Library. These meetings occurred during 1997-99, and were summarized and reported out in 1999.

❖ A series of five additional workshops was held during 1998 and 1999 to invite public input about the new Main Library; approximately 250 people attended those workshops.

❖ In November 1999, the City Manager's Office issued a report on potential sites for the new Main Library. The report summarized the public meetings and intense work by the Library Commissioners to identify a suitable site for the Main Library and to outline its functions.

❖ In January 2001, a series of City Council Natural Resources and Culture Committee meetings was held to address the San Diego Public Library system. Extensive citizen participation was achieved, resulting in recommendations to the City Manager that the Park-to-Bay site for the library be confirmed.

The San Diego Public Library thus has invested extensive time and financial resources to be certain it has a good understanding of community desires and expectations for the new Main Library.

EXECUTIVE SUMMARY: COMMUNITY ANALYSIS

The Bond Act of 2000 requires applicants to conduct an analysis of community organizations and agencies that will have an influence on the design of the facility and service plan of a new library, and to review the demographics of the community to be served, as input to the planning process for a new library. The community analysis undertaken by the San Diego Public Library consists of four parts:

- ❖ The various **government agencies** that have influenced the planning for, and will utilize services provided by the new Main Library are described.

- ❖ The **San Diego Unified School District** and its instructional plan is analyzed.

- ❖ **Community organizations** with which the current Central Library enjoys partnerships are described.

- ❖ The community's **demographic profile** that significantly influenced the Library's sense of services is

Government Agencies

The San Diego Main Library will be the hub of the San Diego Public Library System. The library system is a department of the City of San Diego. As such, it is influenced on an ongoing basis by the policies and operations of City government. In addition, other bodies *affiliated* with City government have an influence on plans for the Main Library. Led by the Mayor's Office and City Council, 19 City or City-affiliated governmental bodies have been involved in planning for the San Diego Main Library.

Schools

The San Diego Main Library will be a designated resource library for San Diego County, and thus will serve all school districts, public and private, in the County. While the focus of this Bond Act proposal is on the relationship of the San Diego Main Library with the San Diego Unified School District, the Library will be called on frequently to provide services to schools outside of the District's boundaries.

The Main Library will serve as a source of information resources and programming for all San Diego Unified School District schools. San Diego Unified serves 140,753 students (K-12). It is the second largest district in California, the 13th largest urban district in the United States. There are 9,240 certificated staff (approx. 7,381 in the classroom), 7,465 classified staff, and 17,705 total full- and part-time employees.

The District is following a back-to-basics plan to improve student achievement in the classroom, under the leadership of Superintendent Alan D. Bersin, hired in 1998. It is improving student achievement through a focus on basic education skills in reading, writing and mathematics. Libraries in the District range from several shelves in an auditorium to rooms that are generally 900 to 1,200 square feet in size. Many elementary schools have very small libraries and parent volunteers or instructional aides supervising the library "room." The school libraries are open for five hours and are closed after school and on weekends. The middle and high schools each have a credentialed librarian. They all suffer from the same limitations: limited hours, limited collections, limited materials in other languages and limited computer access. Several newer schools (13) have libraries with librarians, but lack adequate resources to meet student needs. Many act as "textbook distribution" venues and focus on keeping the textbook inventory for the school.

The Main Library also will be the de facto *branch* library most accessible to a number of District schools, as well as some private schools located in neighborhoods close to the Main Library. Children's librarians have developed partnerships with all schools in the downtown area. As part of the Joint Use Agreement, Sherman Elementary School and San Diego High School will act as "pilot" schools for the projects described in the agreement. In addition, Monarch School, a school designed to educate homeless children will also be partnering with the Library. Schools in downtown have average API scores of 2, almost the lowest,

Community Organizations

A vital community organization itself, the San Diego Main Library will interact with many other community organizations to provide a range of services. Community organizations involved in needs assessment activities report the importance of a Main Library, and the frustrations encountered in trying to use the current Central Library.

The Library has partnerships with community organizations in the following categories:

- ❖ Businesses/chambers of commerce/economic development organizations;
- ❖ Community services organizations/associations/clubs;
- ❖ Cultural groups;
- ❖ Educational organizations;
- ❖ Ethnic organizations;
- ❖ Family services organizations;
- ❖ Government/political representatives;
- ❖ Health organizations;
- ❖ Media;
- ❖ Organizations serving the disabled;
- ❖ Professional groups;
- ❖ Religious groups;
- ❖ Senior centers/organizations; and
- ❖ Youth services organizations.

Demography

The demographics of San Diego present a compelling argument for the construction of a new Main Library. The significant demographic characteristics of San Diego include:

- ❖ The population of San Diego will continue to grow dramatically.
- ❖ San Diego will continue to be an increasingly diverse community.
- ❖ San Diego must recognize and deal with the nature of the new immigrant population.
- ❖ Both employment growth and density in San Diego is expected over the next 20 years.
- ❖ San Diego faces a substantial problem in current and projected literacy rates.
- ❖ San Diego continues to face significant challenges in boosting academic performance.
- ❖ As a result of its population growth and diversity, the citizens of San Diego are expecting and demanding an increasing amount and variety of cultural opportunities.
- ❖ The Digital Divide is a very real problem in San Diego that does not seem to be lessening.
- ❖ Housing continues to be perhaps the most significant challenge faced by the City.

COMMUNITY ANALYSIS

The Bond Act of 2000 requires applicants to conduct an analysis of community organizations and agencies that will have an influence on the design of the facility and service plan of the facility, and to review the demographics of the community to be served. This section of our proposal contains this analysis, and is organized into four sections:

❖ A description is provided of the various **government agencies** in the City of San Diego that have influenced the planning for a new facility, and that will utilize services provided by the new Main Library. This section also contains a description of the team of government officials and library staff and commissioners that are central in the design of the new Main Library.

❖ An analysis of the current **San Diego Unified School District** instructional plan is provided, with commentary on the implications of this plan for the Main Library Plan of Service.

❖ **Community organizations** with which the current Central Library enjoys partnerships are described, including the needs these agencies may have for Library services.

❖ A **demographic profile** of the community is provided.

GOVERNMENT AGENCIES

The San Diego Main Library will be the hub of the San Diego Public Library System which is a department of the City of San Diego. As a City government department, the San Diego Public Library is influenced on an ongoing basis by the policies and operations of City government. In addition, other bodies *affiliated* with City government have an influence on plans for the Main Library. The government agencies most involved in planning for the San Diego Main Library are briefly described below.

Mayor's Office and City Council

Dick Murphy, Mayor

The Mayor's Office of the City of San Diego has played a very key role in planning for a new Main Library. Support from the Mayor's Office for a new Main Library has never been an issue. Over the years San Diego mayors have recognized the need to replace the current Central Library and pushed for studies of several potential locations for a new facility.

Through the leadership of Mayor Dick Murphy, building a new Main Library became a priority for the City. In July 2001, the Mayor and City Council unanimously chose the site for the facility in the East Village neighborhood of downtown. The location was particularly suitable because of its proximity to mass transit, schools and other major institutions, and because it will assist in the
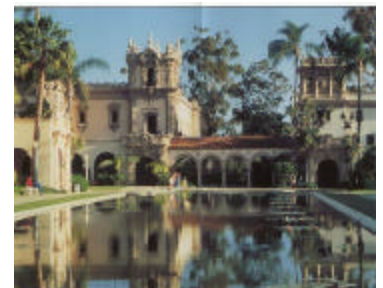
revitalization of San Diego's downtown. The heart of the library system will be in the heart of the City.

In his first State of the City Address in 2001, Mayor Dick Murphy unveiled an agenda of 10 goals to make San Diego "a city worthy of our affection." One of these goals was to build a 21st century library system that could be enjoyed by current residents and future generations. The result is a $312.3 million program to build or improve 24 libraries throughout the City by 2012.

At the heart of this program is a new Main Library that will not only be linked to branch libraries to share resources and services, but will also serve as a regional center of learning. In his 2002 State of the City Address, Mayor Murphy said:

> "*To have a city worthy of our affection in the year 2020, we need a library system that will serve the needs of all San Diegans. To make this vision a reality, San Diego needs an integrated library system with a new Main Library, quality branches in every community, strengthened library collections and technology, and convenient hours.*"

For each of his 10 goals, the Mayor is partnering with one of the City Council members to help make the goals become realities. For the library goal, the Mayor's partner is Councilmember Jim Madaffer.

In 2001, the Mayor and City Council implemented the first year of the four-year Library Ordinance expenditure plan. This plan recommends at least 6% of the City's General Fund will be allocated to the Library's budget for fiscal years 2002-2006.

Thanks to the Library Ordinance, passed by the City Council in December 2000, and the continued support of the City Manager, the Library's operating budget increased 47.7% between FY 2000 and 2003. The additional funding has paid for extended service hours, increases to library materials and maintenance spending, and the operation of the new Mission Valley Branch Library.

In FY 2002, seven branches extended weekday service hours, four branches had Sunday service added, and in FY 2003 the Mission Valley Branch opened with the longest open hours of any branch library in San Diego, at 76 hours of public service each week. Funding for library materials increased substantially between FY 2000 and 2003, more than doubling the amount of funds available to purchase books, audio-visual materials and electronic resources available via the Library's automated library system. The Library has increased the number of databases that it purchases and makes available to the public by more than sevenfold in four years. Additionally, the number of patrons signing up to use the Internet has nearly doubled in three years, as the number of available terminals has increased.

As Dr. Kevin Starr said in his December 17, 2002, letter to the City Manager regarding the $312.3 million financing plan and increased operating funds: "The more than doubling of floor space for the main library, the more than tripling of the Internet computers since the year 2000, and the generous increase in the operating budget of the library, added to the improvements in its many branch libraries, amounts to a virtual redefinition of the library and its role in the community."

In July 2002, the Mayor and City Council unanimously approved the 21st century library system program. In November 2002, the Mayor and Council also approved the program's financing plan.

District 7 Council Office

Councilmember Jim Madaffer

Councilmember Jim Madaffer is Mayor Dick Murphy's partner in working on the goal of building a 21st century library system for San Diego. Before taking office in 2001, Councilmember Madaffer was the chief of staff for then-Councilmember Judy McCarty, a champion of building and improving libraries. Ms. McCarty is now on the Board of Library Commissioners. Councilmember Madaffer chairs the City Council's Natural Resources and Culture Committee that is responsible for libraries, arts and culture, parks, and other projects.

District 2 Council Office

Councilmember Michael Zucchet

The Main Library will be located in Council District 2, and the District 2 Council Office has played a very key role in planning and advocating for the new facility. The current Councilmember, Michael Zucchet, continues this tradition since the Main Library will be a focal point in the community. As spokesperson for the community, Councilmember Zucchet wants to make sure that the building's appearance and services reflect community desires. The Councilmember has established the building of a new Main Library as one of the priorities of his administration.

City Manager's Office

Michael T. Uberuaga, City Manager
Bruce Herring, Deputy City Manager

The City of San Diego maintains a City Manager form of government. The City Manager is appointed by the Mayor and City Council, and the Library Director reports to the City Manager via a Deputy City Manager. The City Manager's Office plays a pivotal role in planning for and advocating the building of a new Main Library. Anna Tatár, the Library Director, and administrative staff work closely with the City Manager's Office in developing policy and planning for the library system. City Manager Michael T. Uberuaga and Deputy City Manager Bruce Herring are in regular communication with library staff on all phases of the planning for the library.

Board of Library Commissioners

The Board of Library Commissioners was established by the City Council to provide the library system with the benefit of advice of interested citizens representative of the community. Commissioners are appointed by the Mayor and confirmed by the City Council. The Board considers all policy matters relating to the Library Department and its operations. The Board receives monthly briefings regarding all library projects.

The Commission was instrumental in initiating the planning for the new Main Library project based on findings of the Master Plan for the San Diego Public Library system prepared by library staff in 1977. This planning document detailed the progression of overcrowding at the Central Library and used various formulas and accepted library guidelines to show that a new Main Library needed to be a minimum of 350,000 square feet. Over the years, the Library Commission's involvement has included:

❖ Conducting community hearings on the need for a new Main Library

- ❖ Reviewing potential sites

- ❖ Recommending a site to the Mayor and City Council

- ❖ Interviewing and recommending the selection of the architectural team and library building consultant

- ❖ Reviewing the building program and preliminary architectural design work

The Board will continue to participate in the many aspects of this project including a fund-raising initiative under the auspices of the newly established Library Foundation. Current Library Commissioners include:

Mary Lindenstein Walshok, Chair. Dr. Walshok was appointed to the Library Commission in 1995, and became the Chair in 2000. She is an Associate Vice Chancellor of Extended Studies and Public Service at the University of California, San Diego. She researches and writes about the institutional and curricular issues confronting colleges and universities in their efforts to serve the changing knowledge needs of our complex society. She also serves on many other civic advisory boards.

Laurie Black. Most recently the President of the Downtown San Diego Partnership, Ms. Black is well known in San Diego as a political consultant. She served as Chief of Staff for former Congresswoman Lynn Schenk, was appointed to the Regional Water Quality Control Board by Governor Gray Davis and serves on many educational advisory boards.

Melvin Katz. The co-owner of Manpower Temporary Services, the leading temporary help service in San Diego County, Mr. Katz serves on the boards of the Greater San Diego Chamber of Commerce, the San Diego Urban League, the San Diego Convention and Visitors Bureau, the San Diego Convention Center Corporation, and many other organizations.

Susan Lew. A former San Diego Port Commissioner, Ms. Lew is founder and president of S. Lew & Associates, Inc. She serves as Chair for Development Circle for the Union of Pan Asian Communities and as director and Vice Chairman of 1st Pacific Bank of California. She currently serves on the San Diego Regional Economic Development Corporation.

Judy McCarty. Ms. McCarty served as a City Council member for 15 years and was a delegate to the White House Conference on Library and Information Systems and the Restructuring of California Public Libraries Joint Task Force. She also chaired the San Diego County Regional Library Authority and founded Citizens in Action for Local Libraries.

Mary Anne Baca Pintar. Ms. Pintar owns a media relations firm in San Diego. She was the Deputy Chief of Staff for Communications and Policy and later Chief of Staff for former San Diego Mayor Susan Golding. She has served as the Communications Manager for the San Diego READS Literacy Campaign.

Ernest Wright, Sr. This former NFL standout with the San Diego Chargers has dedicated his time to improving the quality of life for San Diego's youth. He is Chairman of Pro Kids Golf Academy & Learning Center in City Heights, which he founded in 1993. He is a member of the San Diego Crime Commission, the Lincoln Club of San Diego County, the San Diego Epilepsy Society, and a trustee of the San Diego Museum of Art.

The Main Library Development Team

Because the San Diego Public Library is itself a City government department, the Main Library Development Team must also be considered a government organization for purposes of this proposal. Following are the members of the team charged with overseeing the Main Library building project:

Bruce Herring, Deputy City Manager. In the position since 1991, Mr. Herring manages and directs major operating departments and special projects for the City of San Diego. Among the major capital projects are the Ballpark Redevelopment Project and the new Main Library. He has also overseen plans for the Republican National Convention, expansion of the Convention Center, and three Super Bowls. He is the City Manager's representative for the City Council's Public Safety and Neighborhood Services Committee.

Anna Tatár, Library Director. Ms. Tatár has been Director of the San Diego Public Library since 1997. She oversees more than 450 full time employees, the Central Library and 34 branch libraries, and a general fund budget of $37 million. She serves as the secretary to the Library Commission. Ms. Tatár was the Assistant City Librarian between 1988 and 1995. She has worked on more than 16 branch library construction projects in addition to the new Main Library project.

Margaret Kazmer, Deputy Director, Central Library. Ms. Kazmer has been the Deputy Director of the Central Library since August 2002. She has held previous positions at the San Diego Public Library including; Supervisor of the Art & Music, Literature, and History Sections of the Central Library and Branch Manager of the Tierrasanta and La Jolla branch libraries. She has also been the Assistant to the Library Design and Development Manager; Supervising Librarian in Branch Libraries Division; and Supervising Librarian for Collection Management.

William W. Sannwald, Assistant to the City Manager, Library Design and Development Manager. Mr. Sannwald has programmed and overseen the design and construction of more than 18 branch libraries in the San Diego Public Library system. He served as the Director of the San Diego Public Library between 1979 and 1997. He has been instrumental in planning and programming the new Main Library. An author of two books on library planning, Mr. Sannwald lectures throughout the country. In his career he has been involved in the construction of more than 40 libraries. He is a past president of the Library Administration and Management Association and has been a juror on the American Institute of Architects (AIA)/American Library Association (ALA) awards programs.

Mr. Sannwald has been honored by the San Diego AIA on two occasions for his ability to pair the right architectural team to a particular project though a carefully orchestrated selection process. After selection, he guided the design and construction effort toward successful completion. In 1995, he received the "Irving Gill Award," the AIA Chapter's highest honor, for fostering a climate that produced efficient branch libraries that have become beloved structures for their communities.

Robert H. Rohlf, Professional Library Consultants. With more than 30 years of experience in planning more than 200 library buildings, including the Library of Congress, Mr. Rohlf will serve as the project manager for the new Main Library. He has worked on many of the major city libraries built in the last decade, including Chicago, Los Angeles, Phoenix, and Vancouver.

Jim Steinmann, Steinmann Facility Development Consultants. Mr. Steinmann has been retained by the City to assist in the project management of the development with emphasis on cost evaluation, value engineering, and design criteria. He is also assisting the City in the development of the 26 block East Village and the Ballpark for San Diego, which surrounds the new Main Library site. Mr. Steinmann has assisted more than 30 public agencies develop more than 15 million square feet of large public buildings during his 32-year career as a public facility development consultant, including projects of institutional quality such as U.S. embassies, federal courthouses, city halls, state office buildings, and city and county government centers.

The members of the Main Library Development Team have extensive experience in library design and construction, and have been recipients of a number of design awards. The San Diego Chapter of the American Institute of Architects has honored the following branch libraries for design in the past decade: Malcolm X, Carmel Mountain Ranch, Pacific Beach Taylor Library, Linda Vista, and Otay Mesa. The Carmel Mountain Ranch Library received an Honor Award from the national American Institute of Architects (AIA) in 1999.

On June 7, 2002, the San Diego Chapter of the AIA awarded the Mission Valley Branch Library, the 34th and the newest in the system, with the "Best Institutional Design" and "Best Design Detail" awards. The jury was impressed with the attention to detail and how the architects made use of a difficult site to provide views to the hills and sky.

In April 2000, Ms. Tatár and Mr. Sannwald were selected as recipients of the Ruocco Award for those "moving forward the quality of life goals of C-3 through urban design excellence and providing for the needs of the community."

San Diego Public Library Foundation
James R. Dawe, Chair

The San Diego Public Library Foundation was established in 2002 to support the San Diego Public Library system. One of its first tasks is to help secure private funding for the Mayor's 10-year priority of creating the finest public library system in the United States, a plan that received unanimous support of the San Diego City Council.

The Foundation has committed to raising more than $53 million to support the $312 million financing plan for the city library system.

The Foundation also is recruiting San Diego community leadership in support of the Mayor's library initiative. These leaders will be "zealous missionaries" to develop support to build a new Main Library, as well as to build and rehabilitate 23 branch libraries throughout the City. Serving on the Foundation's board are:

James R. Dawe chairs the Foundations board. He is a prominent San Diego land use attorney, former chairman of the San Diego Public Library Commission, former president of the Library of California Board, and chairman of the state-wide campaign to adopt Proposition 14.

Mike Madigan, San Diego developer and community leader, is also a former chairman of the San Diego Board of Library Commissioners.

Mary Lindenstein Walshok, Associate Vice Chancellor of the University of California San Diego, and internationally-recognized business author and lecturer. Dr. Walshok is the current Chair of the Board of Library Commissioners.

Mel Katz, co-owner of Manpower San Diego, and a current member of the Board of Library Commissioners.

James Bowers, longtime San Diego healthcare executive and consultant in fundraising and public relations, is the interim Executive Director of the Foundation.

Centre City Development Corporation

Peter J. Hall, President and CEO
Walter Rask, Manager, Architecture and Planning

The site of the proposed new Main Library is in the planning and redevelopment jurisdiction of the Centre City Development Corporation (CCDC), a nonprofit government agency established by the San Diego Mayor and City Council for the purposes of planning and redeveloping downtown San Diego. The City Council has designated CCDC's seven-member board of directors as the City's downtown design review panel. Principal officers of the corporation are Harold G. Sadler, chairman, and Peter J. Hall, president and CEO.

The proposed new Main Library is subject to the Centre City Community Plan and the Centre City Planned District Ordinance, both administered by CCDC. The CCDC board of directors has already reviewed and approved the design of the proposed library. The library also requires a Centre City Development Permit, which the president of CCDC will issue when environmental review is complete. As the administrator of the downtown redevelopment program, CCDC has also helped with land assembly for the site of the proposed library.

CCDC's manager of architecture and planning, Walter Rask, AIA, AICP, has participated in the Main Library project since its inception. As an urban designer, he feels that no city is complete without a major public library, preferably in its downtown core. The reference and circulating collections are its foundation, but the main library is also the city's agora or forum where citizens gather to educate, learn, debate, and create a civic life. Mr. Rask attends all meetings of the staff coordinating committee and works with the project management staff on planning and design review issues. Mr. Rask has been the manager of architecture and planning at CCDC since 1995.

CCDC has a community relations program designed to promote downtown development and to attract residents, tenants, and visitors. The proposed new Main Library has figured prominently in CCDC's web site (*www.ccdc.com*), newsletters, and PowerPoint presentations, all of which are available countywide.

City Auditor and Comptroller

Ed Ryan, Auditor and Comptroller

The Office of the City Auditor and Comptroller provides staff support in the analysis of the Fiscal Plan for the proposed Main Library including the review of grant funding packages, proposed debt issuances (and related cash/obligation flows), and the use of interim funding for the purpose of design and preliminary planning.

Office of the San Diego City Attorney

Kelly J. Salt, Deputy City Attorney
Jacqueline Lindsay, Deputy City Attorney

Attorneys in the Office of the City Attorney act as the legal advisors to and attorneys for the City and all City Departments, including the Library Department. The City Attorney runs the office with a vision of proactive, early intervention lawyering and a commitment to community outreach. The City Attorney and his deputies devote their full time to the duties of the office and the interests of the City of San Diego.

Ms. Salt acts as legal counsel to the Financing Services Department. In that capacity she reviews and drafts contracts; prepares, reviews, and advises clients on bond documents and other financing documents; and prepares and reviews resolutions and ordinances necessary to accomplish the financings. With respect to the Main Library, Ms. Salt is working with internal staff, consultants, and bond counsel to structure a financing for the issuance of bonds to finance the construction of the new Main Library. Ms. Salt also acts as legal counsel to the Public Facilities Financing Authority of the City of San Diego, a joint exercise of powers authority which will assist the City in issuing the bonds for the new Main Library.

Ms. Lindsay acts as legal counsel to the City Engineering and Capital Projects Department. She advises on all legal aspects of large public projects. Ms. Lindsay is experienced in project formation, including drafting enabling legislation, and contracts covering all varieties of business transactions to construct large facilities. Ms. Lindsay has worked with City Manager staff on the Main Library project for approximately three years. This work has included hiring and working with a wide variety of consultants to facilitate the design of the facility. She has provided legal analysis of a wide variety of legal issues relating to the coordination of utilities in and around the library location, environmental review and analysis of the project, and assisting in the drafting of contracts and related documents which, when final, may be used to secure construction of the facility.

Development Services Department

Tina Christiansen, Director

The Development Services Department is responsible for ensuring compliance with applicable state (CEQA) and local regulations including, but not limited to environmental studies and documentation, building inspection, plan review and permitting, landscape review, and monitoring of permit conditions.

Engineering and Capital Projects Department

Darren Greenhalgh, Project Manager

The project manager for planning and constructing the Main Library, Darren Greenhalgh, will manage, direct and monitor architectural services, project schedules, cash flow, bidding and selection of contractors, compliance with library program and library needs, coordination of all permits and other reviews, payment applications, plan and specification reviews, and project budget for the entire process of building the new Main Library.

Environmental Services Department

Richard Hays, Director

In his January 8, 2001, State of the City Address, Mayor Murphy outlined 10 goals for the City to pursue during his term in office. Goal Nine, Pursue Energy Independence, addressed the energy issues facing the City and proposed establishing a City energy program to make San Diego a model city in terms of energy conservation and the use of renewable energy resources. On February 12, 2001, the City Council adopted a comprehensive resolution, R-2001-1112, directing the City Manager to implement the Mayor's energy recommendations. An Energy Administrator, Tom Blair, has oversight of the Energy Conservation and Management Division, which was established in the City's Environmental Services Department on July 1, 2001.

These actions were in response to unprecedented energy emergency as a result of the consequences of the State's 1996 energy deregulation legislation. Energy supplies were unreliable, rolling blackouts had been experienced in parts of the state, energy prices had doubled and summer 2001 was predicted to have severe energy shortages with up to 35 days of rolling blackouts.

Council Policy 900-14 requires new City facilities and major remodels to be designed to be 22.51% more energy efficient than required by the 2000 edition of California's Title 24, energy efficiency standards. The City needs to remain committed, on a long-term basis, to its comprehensive energy management strategy, sustainable building measures, and the pursuit of energy independence.

In order to move towards sustainable building design and construction the City of San Diego on April 16, 2002, adopted the U.S. Green Buildings Council's Leadership in Energy and Environmental Design (LEED) "Silver Level" certification as the City's design and construction goal for all new City facilities and significantly remodeled facilities more than 5,000 square feet.

The LEED certification program targets design and construction practices that significantly reduce or eliminate the negative impacts of construction on the environment and the facility occupants by addressing five major areas:

- Sustainable site planning
- Safeguarding of water and water efficiency
- Energy conservation
- Conservation of materials and resources
- Indoor environmental quality

The LEED Rating System is a self-assessing system to guide project development. There are four possible levels of LEED certification:

LEED CERTIFIED	26 TO 32 POINTS
SILVER LEVEL	33 TO 38 POINTS
GOLD LEVEL	39 TO 51 POINTS
PLATINUM LEVEL	52 TO 69 POINTS

As the Main Library project moves forward, the City of San Diego is committed to achieving LEED "Gold" certification for the facility.

Facilities Maintenance Division

Kevin Haupt, Deputy Director

The Facilities Maintenance Division of the City's General Service Department is responsible for ensuring that the city facilities are maintained in a safe and operable condition. The Facilities Maintenance staff, which includes, plumbers, painters, electricians, carpenters, locksmiths, and other skilled trades people, provide these service to city departments.

The division also has certain responsibilities for the preconstruction process for capital improvements. Staff from the division review the architectural, structural, mechanical plans for the new main library to ensure provisions have been made for:

- ❖ Code compliance
- ❖ Energy efficiency
- ❖ Accessibility for the disabled
- ❖ Ongoing maintenance accessibility
- ❖ Durability of material products
- ❖ Standardization of components
- ❖ Compatibility of components

This review is performed by the appropriate supervisory, technical and trades personnel. Written comments are prepared and delivered to Darren Greenhalgh, the city's project manager for the Main Library and to Robert Norman, the Library's Facilities Manager.

Information Technology and Communications (ITC) Department

Rey Arellano, Chief Information Officer
Richard Wilken, Director

The Library's Information Technology (IT) initiatives are influenced by the City's central IT department, Information Technology & Communications (IT&C), and by the City's IT Governance structure. The Library works closely with Rey Arellano, the City's Chief Information Officer, and Richard Wilken, Director of the IT&C Department.

Among its several roles, IT&C recommends standards for IT hardware, software and infrastructure; manages contracts for standard and non-standard software and hardware procurement; coordinates, administers, and manages the City's relationship and Service Level Agreement with San Diego Data Processing Corporation, the City's provider of most IT services. IT&C also manages the City's IT Program Management Office which develops, trains, and monitors the City's adopted and standardized IT project management framework (methodology).

Library technology initiatives are also influenced by the City IT Strategic Plan adopted by the City Council in 2002. This plan and the IT Governance Structure established to manage IT decisions in the City help insure the uniform IT standards are followed, that IT investments are properly

prioritized, and that major IT initiatives/projects are likely to be successful. This Citywide governance framework ensures an inclusive process to assess, review, and make recommendations on IT projects. The governance structure establishes centralized strategies, policies and procedures for effective implementation of Citywide information technologies and the expenditure of City IT funds.

Meetings have been held every two months with staff from IT&C and the Library, together with the Engineering Department and Capital Projects and San Diego Data Processing Corporation to develop the technology plan for the Main Library. Rob Magee of RMG and Associates, the Library's technology consultant, is also involved in these meetings as needed.

Special Projects Department

Jon Dunchack, Director

The City's Special Projects Department oversees the 21st Century Library System Task Force to ensure that various departments work collaboratively on both the new Main Library and several new branch library capital projects. Bi-weekly meetings (and more frequently as required) address a number of interrelated issues, including design and construction schedules, programs, legal issues, community and environmental reviews/approvals, planning issues, site identification and appraisal, budget and financing, and public art.

Participating City departments on the 21st Century Library System Task Force include: Auditor, City Attorney, City Manager, Community and Economic Development, Development Services, Engineering, Financing Services, Library, Planning, Police (for related capital projects), and the Commission for Arts and Culture. In addition a representative from the City of San Diego's downtown redevelopment agency, the Centre City Development Corporation, also participates in the Task Force meetings.

Commission for Arts and Culture

Victoria Hamilton, Executive Director

The mission of the City of San Diego Commission for Arts and Culture is to vitalize the city by integrating arts and culture into community life while supporting the region's cultural assets and showcasing San Diego as an international cultural destination.

Ms. Hamilton has been the Executive Director of the Commission since 1988 and annually administers the City's $10 million model arts and culture program. She plays a leadership role on national and statewide committees, and panels in the areas of cultural tourism, leadership, public policy, cultural planning, cultural diversity, and grant making.

The Commission for Arts and Culture actively encourages and facilitates the selection of artists for involvement in capital improvement projects. For example, the Main Library project will incorporate the work of many artists. The Commission sent a Call for Artists to more than 10,000 artists across the nation and conducted a selection process.

The panelists involved in the selection of artists for the new Main Library included Hugh M. Davies, Director of the Museum of Contemporary Art, San Diego; Mary L. Beebe, Director of the Stuart Collection on the campus of University of California, San Diego; Rob Wellington Quigley,

Architect; Martin Poirier, Landscape Architect; Jeffery Laudenslager, Artist; and Iris Strauss, Arts and Culture Commissioner.

San Diego Data Processing Corporation

Roger Talamantez, President and CEO

San Diego Data Processing Corporation (SDDPC) is a nonprofit information technology and telecommunications corporation. It was formed in 1979 by the City of San Diego when the City chose to privatize its Data Processing Department of the City. SDDPC's mission is to provide excellent quality services to City departments, as well as other municipal and nonprofit organizations within the region. The corporation has its own Board of Directors that is appointed by the Mayor and City Council.

The corporation provides multi-source solutions and leading-edge professional service which includes information systems, innovative technologies and telecommunications services for nearly every city agency, as well as nearly 40 other city, county, state, and federal agencies. It focuses primarily on customer driven technologies that enhance the delivery of voice and data services.

SDDPC provides the technology infrastructure for the San Diego Public Library and will be the primary architect of technology systems for the new Main Library.

San Diego Police Department

David Bejarano, Chief of Police
Ted Parker, San Diego Police Department, Neighborhood Policing Resource Team

The San Diego Police Department's philosophy of Neighborhood Policing recognizes the need for partnerships with other organizations to identify and solve crime and disorder problems, and where practical, to create an environment in which problems do not arise. In land development, the SDPD reviews building plans and makes suggestions for incorporating CPTED (Crime Prevention Through Environmental Design) measures in the initial design.* These measures are intended to complement and reinforce other efforts in the City to improve public safety and security through community planning, redevelopment, urban design, transit-oriented design, code enforcement, etc.

In the case of the new main library, the SDPD has reviewed the plans as they have evolved and made suggestions on access controls, fencing and gates, landscaping, restroom locations, reading area locations, interior visibility, etc. as ways of preventing vandalism, theft, loitering, illegal lodging, littering, and other crimes and code violations. The reviewers have also met with the architects and city engineering and library staff members to discuss these suggestions. They will be available for further consultations during the design process.

* CPTED is based on a set of four design and usage concepts that can lead to a reduction in the incidence and fear of crime, and an improvement in the quality of life. These concepts are defined briefly as follows:

❖ **Surveillance.** Involves the location and use of physical features, electrical and mechanical devices, activities, and people to maximize visibility. Creates a risk of detection for intruders and offenders, and a perception of safety for legitimate users.

❖ **Access control.** Employs people, electrical and mechanical devices, and natural measures to create a perception of risk to offenders and deny them access to targets. Also guides

legitimate users safely through the environment.

- ❖ **Territoriality.** Uses physical features and activities to express ownership and control of the environment. Promotes neighborhood pride. Discourages presence of outsiders by delineating private and semi-private spaces, controlling the movement of people and vehicles, and making someone responsible for maintaining all spaces in the neighborhood.

- ❖ **Maintenance.** Allows the continued use of space for its intended purposes. Maintains the effectiveness of measures employed for surveillance, access control, and territoriality.

SCHOOLS

A Brief Profile of Schools in the San Diego Community

San Diego's Central Library is a designated resource library for San Diego County, and thus serves all school districts, public and private, in the County. While the focus of this Bond Act proposal is on the relationship of the San Diego Main Library with the San Diego Unified School District, the Library will be called on frequently to provide services to schools outside of the District's boundaries and jurisdiction. Figure 2 contains a summary of the number of K-12 schools in San Diego County.

Figure 2: Number of Schools in San Diego County	
TYPE OF SCHOOL	**NUMBER**
Elementary schools	397
Junior High/Middle Schools	82
Senior High Schools	66
Continuation Schools	19
Alternative Schools	18
Special Education Schools	8
Community Day Schools	8
Charter Schools	30
Other Schools	5
TOTAL SCHOOLS	633

Source: San Diego County School and Community College Districts, 2001 Directory and San Diego County Office of Education

In addition to these schools, a substantial number of students (uncertain numbers: between 60,000 and 200,000 in the entire State of California) are being home schooled, and will draw on the resources of the San Diego Public Library.

San Diego Unified School District

The relationship of the Main Library to the San Diego Unified School District is complex. The Main Library will serve as a source of information resources and programming for all District schools. The School District serves 140,753 students (K-12). It is the second largest district in California, the 13th largest urban district in the United States. There are 9,240 certificated staff (approx. 7,381 in the classroom), 7,465 classified staff, and 17,705 total full- and part-time employees.

Beginning in July 2002, when news of the State's revenue shortfall revealed that cuts to K-12 funding were imminent, the District immediately began reviewing spending practices and budget

proposals for the 2003-2004 school year. As more was learned about the state's fiscal picture, it became clear cuts in personnel could not be avoided for this current school year. The District has estimated that it will need to implement cost avoidance strategies and budget cuts of $150 million for 2003-2004.

More than 1,100 credentialed teachers in the San Diego Unified School District received advance layoff notices because of budget cuts. The District hopes enough teachers will take early retirement to help balance a $1.1 billion budget and avoid actual layoffs. At least 120 tenured teachers would have to accept the early retirement package for the district to break even. However, it is not known whether there will be enough to stave off the elimination of teaching positions. This fiscal year, in order to balance the District's budget, 240 non-instructional jobs will be eliminated. The non-instructional positions include landscapers, gardeners and instructional aides. Those instructional aides are usually assigned to either classrooms or libraries. Since librarians are considered "credentialed" staff, it is possible that they may be asked to return to the classroom to augment instructional vacancies.

Of the 187 total educational facilities in the San Diego Unified School District, there are 114 elementary schools (K-5 or K-6), 23 middle schools, 16 high schools (9-12 or 10-12), 14 atypical schools (grade configuration), 20 charter schools and 26 childhood development centers. The District is made up of a diverse socio-economic and ethnic student body. According to the School District, 39.7% of students are Hispanic, 26.6% White, 16.4% Asian, 15.6% African-American. Twenty-nine percent of the students are English learners, and more than 64 languages other than English are used as the home language. More than 56% are eligible for free or reduced meals (May 2002), 15,064 students are identified as special education students and more than 21,000 students participate in the Gifted and Talented Education rogram.

The District is following a back-to-basics plan to improve student achievement in the classroom, under the leadership of Superintendent Alan D. Bersin, hired in 1998. It is improving student achievement through a focus on basic education skills in reading, writing, and mathematics. In 1998, Proposition MM, a $1.5 billion bond measure, which funds repairs at 165 schools and builds 13 new schools, was passed by 78% of San Diego voters. Included in the Proposition MM repairs are those to 103 school libraries. However, these repairs will not bring any school library increased collections and technology. They will only give them a safer space to provide minimal services. There are no plans for libraries in any child development centers (26) or charter schools that may not have a library.

School libraries in the District range from several shelves in an auditorium to rooms that are generally 900 to 1,200 square feet in size. Many elementary schools have very small libraries and parent volunteers or instructional aides supervising the library "room." The school libraries are open five hours and are closed after school and on weekends.

The middle and high schools each have a credentialed librarian. They all suffer from the same limitations: limited hours, limited collections, limited materials in other languages, and limited computer access. Several newer schools (13) have libraries with librarians, but lack adequate resources to meet student needs. Many act as "textbook distribution" venues and focus on keeping the textbook inventory for the school.

The deficiencies of the collections in these libraries include the limitations of not having multiple copies, not reflecting the range of reading skills, and not having enough non-fiction materials or materials in foreign languages. The greatest service needs are access when the school libraries are closed, non-fiction materials, Internet and databases for research, multiple copies, materials in non-English languages, and computer access.

The Main Library also will be the *branch* library most accessible to a number of District schools, as well as some private schools located in neighborhoods close to the Main Library. Children's librarians have developed partnerships with all schools in the downtown area. As part of the Joint Use Agreement, Sherman Elementary School and San Diego High School will act as "pilot" schools for the projects described in the agreement. In addition, Monarch School, a school designed to educate homeless children, will also be partnering with the Library.

Schools in downtown have average API scores of 2. This is almost the lowest score one can receive. The District schools in the direct service area of the site of the new Main Library, and their current student populations, are shown in Figure 3. In its Plan of Service, the Main Library recognizes the distinction between being a regional resource for all schools, and providing direct services to the schools in its neighborhood.

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Figure 3: San Diego Unified School District schools for which the San Diego Main Library will be the neighborhood branch library				
Preschools/Child Care				
Brooklyn Children's Center	None	Staff: 4 Students: 60	Faculty/Staff Meeting	◆ More toddler storytimes ◆ Program room with interactive activities
Children of the Rainbow	None	Staff: 80 Students: 250	Phone Interview	◆ Picture book area not big enough ◆ More puppet shows ◆ Special program room
City College Development Center	None	Staff: 4 Students: 74	Faculty/Staff Meeting/ Focus Group	◆ More multicultural book kits ◆ Puppet collections for check out ◆ Need easier access to restrooms
Kids on Broadway	None	Staff: 14 Students: 50	Faculty/Staff Meeting	◆ Bigger program room ◆ Better access to the picture books
McGill School of Success Head Start	None	Staff: Students:	Faculty/Staff Meeting	◆ More programs to entertain young children ◆ More multicultural kits
New Life Head Start	None	Staff: 4 Students: 80	Staff Meeting	◆ Need a bigger area for storytime and crafts
Sherman Elementary Evening Head Start	None	Staff: 48 Students: 850	Focus Group	◆ Need an all purpose room/Parent workshop (while children do other activities)
Sherman Heights Head Start	None	Staff: 12 Students: 109	Staff Meeting	◆ Listening center for children to enjoy ◆ Bigger storytime area
State Preschool Brooklyn	None	Staff: 1+2 aides Students: 23 a.m./ 24 p.m.	Phone Interview	◆ Area for big books (for storytime) ◆ Larger music collection for teachers of young children
State Preschool Sherman	None	Staff: 2 Students: 96	Staff Meeting	◆ Larger storytime area ◆ Parent workshops
State Preschool Washington	None	Staff: 2 Students: 24	Faculty Meeting	◆ More shelving for picture books (shelves too tight) ◆ Storytime area only seats about 25 children comfortably
Washington Elementary School (YMCA 6 to 6)	None	Staff: 3 Students: 270	Staff Meeting	◆ More after school activities (program room needed for a variety of activities)
Public Elementary Schools				
Brooklyn Elementary School	12,000 Vols.	Staff: 35 Students: 887	Student Surveys Teacher Surveys	◆ After-school help/tutoring ◆ Access to more computers ◆ Study area ◆ Internet classes

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Museum School	None	Staff: 4 Students: 73	Phone Interviews	◆ Computer lab ◆ Multicultural programs ◆ Tutoring/homework center
San Diego Cooperative Charter School	None	Staff: 14 Students: 240	Student Surveys/Focus Group Faculty/Staff Meeting/ Focus Group	◆ More computers ◆ Homework help ◆ More programs
Sherman Elementary School	10,000 Vols.	Staff: 43 Students: 1,000	Student Surveys Faculty/Staff Meeting/ Focus Group/Surveys	◆ More study tables/carrels needed ◆ Larger space for programs ◆ More computers
Washington Elementary School	3,000 Vols.	Staff: 15 Students: 333	Student Surveys Faculty/Staff Meeting/ Focus Group/Surveys	◆ Homework help/tutoring program ◆ Larger space for programs ◆ More computers
Public Middle and High Schools				
Roosevelt Junior High School	15,000 Vols. Limited library collection (needs comprehensive weeding)	Staff: 47 Students: 1,200	Focus Groups Staff Meeting/Survey Student Survey	◆ Need full-service homework center ◆ Need more recreational/ development/ lifelong learning materials ◆ Need volunteering/mentoring opportunities
San Diego High School	10,000 Vols.	Staff: 120 Students: 2,200	Staff Meeting/Survey Student Survey/Focus Groups	◆ Need more recreational/ development/ lifelong learning materials ◆ Need volunteering/mentoring/on-the-job training opportunities ◆ Need more tutoring opportunities ◆ Need more multicultural materials/ programs ◆ Need more materials in other languages ◆ Need more ESL/ELL materials ◆ Need more development training ◆ Need quiet place to study
Private Schools				
City Tree Christian School	None	Staff: 15 Students: 200	Student Surveys Teacher Surveys	◆ Computer training sessions ◆ Larger storytime area ◆ More seating ◆ Program room

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Community Preparatory School	None	Staff: 4 Students: 35	Telephone Interview	• Tutoring in math and reading • Lecture series for kids • After-school storytime for older kids • More technology
Harborside School	None	Staff: 12 Students: 155	Student Surveys Faculty/Staff Meeting/ Focus Group/ Surveys	• Expand parent/teacher collections • More book props/flannelboard/ puppets/multicultural kits • More computers • More seating
Our Lady's School South Campus	None	Staff: 4 Students: 115	Faculty Staff Meeting/ Focus Group	• More multicultural kits • More book to classroom Service
Juvenile Court and Community Schools				
BCA Youthbuild	Limited classroom library (mostly donations)	Staff: 2 Students:	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Charter School of San Diego: Alternative School	Limited classroom library (mostly donations)	Staff: 38 Students: 586	Staff Meeting Student Focus Group	• Need a quiet place to study
Charter School Storefront	Limited classroom library (mostly donations)	Staff: 2 Students: 34	Staff Meeting Student Focus Group	• Need a quiet place to study
Clairemint Summit	Limited classroom library (mostly donations)	Staff: 2 Students: 20	Staff Meeting	• Need full service homework center • No recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Cortez Hills Arts Academy Alternative School	500 Vols. School library is limited in scope and collection	Staff: 7 Students: 100	Staff Meeting Focus Group Teen Materials Survey	• Need a quiet study area • Need bibliographic instruction/digital training • Need recreational/development/ lifelong learning materials and programs • Need volunteering/mentoring opportunities • Need more computers
Garfield High School At Risk Youth	5,000 Vols.	Staff: 50 Students: 800	Staff Meeting/Survey Student Survey	• Need more digital resources • Need a quiet study area • Need bibliographic instruction/digital training • Need recreational/development/ lifelong learning materials and programs • Need volunteering/mentoring opportunities • Need more computers
JROPP 1&2	Limited classroom library (mostly donations)	Staff: 4 Students: 29	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Lindsay Summit	Limited classroom library (mostly donations)	Staff: 9 Students: 17	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
LITT Resources	Limited classroom library (mostly donations)	Staff: 10 Students: 150	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
McPhatter Summit 1&2	Limited classroom library (mostly donations)	Staff: 3 Students: 45	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Metro I.S.	Limited classroom library (mostly donations)	Staff: 4 Students: 35	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Metro SDC	Limited classroom library (mostly donations)	Staff: 1 Students: 6	Staff Interview	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Mira Mesa Summit	Limited classroom library (mostly donations)	Staff: 2 Students: 25	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Monarch School	Limited classroom library (mostly donations)	Staff: 20 Students: 180	Staff Meeting	◆ Need full service homework center ◆ Need recreational/development/ lifelong learning materials ◆ Need after-school programs ◆ Need curriculum support materials ◆ Need bibliographic instruction/digital training ◆ Need a quiet place to study ◆ Need volunteering/mentoring opportunities
Project W.E/E.R. Clinic	Limited classroom library (mostly donations)	Staff: 3 Students: 25	Staff Meeting	◆ Need full service homework center ◆ Need recreational/development/ lifelong learning materials ◆ Need after-school programs ◆ Need curriculum support materials ◆ Need bibliographic instruction/digital training ◆ Need a quiet place to study ◆ Need volunteering/mentoring opportunities
Reuben H. Fleet	Limited classroom library (mostly donations)	Staff: 2 Students: 15	Staff Meeting	◆ Need full service homework center ◆ Need recreational/development/ lifelong learning materials ◆ Need after-school programs ◆ Need curriculum support materials ◆ Need bibliographic instruction/digital training ◆ Need a quiet place to study ◆ Need volunteering/mentoring opportunities
Teen Quest High School	Limited classroom library (mostly donations)	Staff: 4 Students: 25	Staff Meeting	◆ Need full service homework center ◆ Need recreational/devebpment/ lifelong learning materials ◆ Need after-school programs ◆ Need curriculum support materials ◆ Need bibliographic instruction/digital training ◆ Need a quiet place to study ◆ Need volunteering/mentoring opportunities

SCHOOL	LIBRARY	STAFF/STUDENTS	SOURCE	COMMENT
Thurgood Marshall 1&2	Limited classroom library (mostly donations)	Staff: 4 Students: 29	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Work Readiness	Limited classroom library (mostly donations)	Staff: 1 Students: 121	Staff Interview	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Youth Day Center 1&2	Limited classroom library (mostly donations)	Staff: 3 Students: 25	Staff Meeting	• Need full service homework center • Need recreational/development/ lifelong learning materials • Need after-school programs • Need curriculum support materials • Need bibliographic instruction/digital training • Need a quiet place to study • Need volunteering/mentoring opportunities
Youth Opportunities Unlimited Secondary School	500 Vols.	Staff: 35 Students: 450	Staff Meeting	• Need more digital resources • Need bibliographic instruction/digital training for students • Need volunteering/mentoring opportunities • Need more recreation reading materials

The direct services area of the San Diego Main Library is the Central San Diego Metropolitan Statistical Area (MSA). The rate of growth of population living in the area is of significance. Census projections for the Central San Diego MSA suggest a 50% rate of growth. In 2000, the population of this part of the City was 155,800. By the year 2020, the population is expected to be 200,500 in the downtown or Central area. This rise in population will mandate additional schools for the area, which in turn means increased student traffic for the Main Library.

San Diego Unified School District Need for Public Library Services

Four needs assessment activities were undertaken to determine how the San Diego Main Library might address needs of the San Diego Unified School District:

- ❖ The current status of school libraries in the District was reviewed.
- ❖ An analysis of the District's instructional plan (called the Blueprint) was conducted.
- ❖ Interviews with key leaders in the District were conducted.
- ❖ A written survey of students, teachers, and parents was conducted to determine perceptions of these groups of the relative importance of various services the Main Library might provide.

The State of District Schools Libraries

The status of school libraries in the San Diego region reflects the status of school libraries in California and throughout the nation. The needs faced by school libraries in serving the information needs of students in K-12 schools might be roughly grouped into the following categories:

Space problems: Libraries are being squeezed into smaller and smaller space in the schools. In California, the space problem has been exacerbated by the class size reduction initiatives, often squeezing libraries into hallways and sharply diminishing room for books and other resources.

Staffing problems: Only 132 school districts and county offices, out of 1,047 districts and county offices in the State, offer school library leadership and expertise to their schools from a professional, credentialed library media teacher. The issue appears to be not just adequate funding to hire credentialed people, but to find any such professionals.

Funding for school libraries: In short, there is just too little of it. Book costs are escalating, access to information resources is expensive; costs are rising, while budgets are not.

Age of collections: Many school libraries have old collections. In 1999, the average copyright date of books in California school libraries was 1982.

Size of Collections: In California, the average number of school library books per student is 11.9. Recommended size of collection is between 16 and 25 books/student.

Electronic resources: Approximately 75% of school libraries in California have electronic catalogs and automated circulation systems. Approximately 72% of school libraries report having Internet access in the library.
(*Source: California Department of Education, Statistics about California School Libraries. www.cde.ca.gov/library/libsats.html*)

The state of libraries in the San Diego Unified School District is as follows:

❖ Each of the 16 high schools in the District has a school library, staffed by a qualified school media specialist.

❖ Each of the 23 middle schools in the District has a school library, staffed by a qualified school media specialist.

❖ Of the 114 elementary schools in the District, 110 have a space designated as a library, where students can go to check out books. However, only seven of those schools have their library staffed by a qualified school media specialist. District officials indicate the quality of the space designated a "library" varies widely across elementary schools.

In general, it appears that K-12 schools in the San Diego region, including those in the San Diego Unified School District, could benefit from their students and staff having access to more books and electronic resources, access to trained reference librarians, and more recent collections to support research and classroom instruction. Also, schools could benefit from their students having access to these resources during hours the schools themselves are closed. And, given current funding patterns in California, it does not appear that schools will in the near future be able to support their internal libraries to the extent that might be desirable.

The Blueprint for Student Success

In March 2000, the School Board of the San Diego Unified School District adopted an aggressive plan for improving student learning. The plan, called *The Blueprint for Student Success in a Standards-Based System,* set forth the District administration's ideas for how to improve performance among District students. (To see the *Blueprint* in its entirety, please go to *http://www.sandi.net/comm/current_issues/blueprint/blueprint.pdf*.)

The Blueprint is far more complex than can be summarized in this proposal. However, the comprehensiveness of the plan can be seen in the list of subtitles of the Blueprint document:

❖ Blueprint Introduction and Guiding Principles

❖ Blueprint Criteria for Intervention and Promotion/Retention

❖ Blueprint for Elementary Schools

  ◆ Programs for All Schools

  ◆ Assistance for Low Performing Elementary Schools

  ◆ Focus Schools

  ◆ Other Schools in Need of Assistance

❖ Blueprint for Middle Level Schools

❖ Blueprint for High Schools

❖ Blueprint for Professional Development

  ◆ Peer Coach/Staff Developers

  ◆ Summer Teacher Institutes

- ◆ Professional Development as part of Summer/Intersession
- ◆ Leadership Academy for Principals
- ❖ Blueprint for Parents
- ❖ Blueprint for Monitoring and Accountability
- ❖ Blueprint Budget Explanation

The Blueprint is very detailed in its assessment of what it means for a student to be performing at a desired level, and what the interventions might be for those students who are not performing at that desired level. The Blueprint also describes the kinds of professional development teachers must pursue.

Interviews with Key District Leaders

A number of key San Diego Unified School District leaders were interviewed, including San Diego Unified School District Superintendent of Public Instruction Alan Bersin, and Director of Literacy and Social Studies Staci Monreal. In addition, Library Director Anna Tatár and Deputy Director Margaret Kazmer held a series of meetings with all five Board members of the San Diego Unified School District: John DeBeck, Edward Lopez, Katherine Nakamura, Ron Ottinger, and Frances O'Neill Zimmerman to address ways to improve the partnership already enjoyed by the two entities. These officials were contacted to discuss what they felt were the needs of students and faculty that the public library might address. In addition to these interviews, Library staff were involved with teen focus groups, an Advisory Council of high school students, and teachers and administrators throughout the District.

School Board members observed that the current Central Library is inadequate in a number of ways: Programming space, especially for children, is insufficient, and there is inadequate shelving for the books and resources that would truly support the curriculum of the school district. In the new and significantly expanded Main Library possible collaborations between the Library and the School Board which were discussed at these meetings include, but are not limited to:

- ❖ The Library will continue to select materials that support and enrich the school curriculum with the assistance of school district teachers and resource librarians.
- ❖ The Library and the School District will co-sponsor programs for families with noted authors of children's books, and family book fairs.
- ❖ There will be a link from the School District's web page to the Library's web page so that students can easily identify materials at the Library needed to assist them in their educational endeavors.
- ❖ An instructional guide on using the Library's resources will be prepared so that students, teachers, and parents will be able to more easily access the wealth of resources at the Main Library.

Board members felt strongly about the importance of the new Main Library as a true research resource as well as a wonderful addition to the downtown area. They envision the library as a

community gathering place with an art gallery and welcoming spaces for programs, lectures, readings, as well as other cultural activities.

Interviews with leaders in the District revealed additional expectations and needs for the San Diego Main Library. District administrators, teachers, parents, and students want to partner with the Library to have mutual access to each other's electronic resources. Teachers want to be better informed about public library resources and trained in how to use them. Teachers and students want the Library's collections and services to support the school curriculum better. Students want help with their homework at the Library and more space to study individually and in groups. Parents want their children to have access to up-to-date materials and equipment and community service opportunities such as homework help and tutoring programs. The District would like the Library to offer vocational opportunities, for example, having qualified students teach computer training classes and online search skills.

School representatives were concerned with raising test scores, preparing students to pass the California High School Exit Exam, raising API scores and helping students at underperforming schools. School librarians, media center teachers, and classroom teachers wanted to be able to access library resources, particularly electronic resources, from their media centers and classrooms. Teachers and parents requested appropriate spaces for students to study together. Teachers and library staff advocated regular and ongoing communication between the District and the Library to monitor services and identify the need for new or improved services. Parents wanted improved communication and cooperation between the School District and the Library to derive maximum benefit for both institutions from scarce public funds.

School administrators also want a technology partnership between the School District and the Library to provide "anywhere, anytime, any age learning." School administrators would like the Library to offer training opportunities for students, for example, having qualified students teach computer classes in the Library's Computer Lab. District staff worked closely with Library staff and the Library Building Team to develop Joint Ventures that addressed the most important needs of K-12 students. The Library and School District recognize that students are better served when both institutions know each other's needs, resources, and programs. Mutual communication and ongoing collaboration already exist, but the parties' commitment was also formalized in the Cooperative Use Agreement.

The Written Survey

A survey was conducted in 2003 of potential District users of public library services, namely students, faculty, and parents, to obtain a sense of the relative importance of some potential services the Library might offer. A total of 1,086 completed surveys were returned. The findings of that survey are summarized in the section of this proposal on the Analysis of Library Service Needs. As a "sneak preview" of the results for students, teachers, and administrators, the service areas ranked highest by these groups are:

For students, the top five service areas for the Main Library would be:

- ❖ Provide information and programs to help students be successful in their studies.

- ❖ Help individuals become familiar with computers and other ways of finding information.

- ❖ Provide general information to answer questions about most any topic.

- ❖ Provide opportunities for young persons to develop leadership and personal skills.
- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

Teachers and school administrators designated these five service statements as most important:

- ❖ Help individuals become familiar with computers and other ways of finding information.
- ❖ Provide information about local history and genealogy (the history of families).
- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.
- ❖ Provide information about current events and topics.

In sum: the needs within the San Diego Unified School District that the San Diego Main Library should strive to address are summarized in Figure 4.

Figure 4. Needs of San Diego Unified School District that might be addressed by the Main Library	
THERE IS A NEED…	
	…for improving and enhancing teacher competence and performance to meet the instructional goals set forth in the Blueprint.
	…to improve access to information resources for all students and teachers, to support learning goals for students.
	…to extend the hours students and teachers can gain access to the above-mentioned information resources, beyond the hours the school and the school libraries are open.
	…for more, and more informed, parental involvement in their children's education.
	…for children to have opportunities to grow and develop fully as individuals, and to be prepared to function effectively in an adult society.

Monarch School

The Library will be partnering with Monarch School, a school designed to educate homeless children. Monarch School provides an environment where homeless and at-risk youth from grades 4-12 can improve their lives through education. The school not only provides academic and support programs that lead to a high school education, but also provides a safe and caring environment, and basic survival needs of food, clothing, and health care. Where necessary there are services for younger siblings of Monarch students who have no other means of care and support during the day.

Anna Tatár, Library Director; Margaret Kazmer, Deputy Director; Jean Stewart, Youth Services Supervisor; and Marina Perez, Young Adult Services Librarian, of San Diego Public Library met with Mr. Dirk Rowe, Vice Principal, and Gail Vetter Levin, Community Relations Officer, for Monarch School. A formal Partnership in Education was signed to formally document the partnership. Monarch is operated under the auspices of the San Diego County Office of Education,

Juvenile Court and Community Schools. To supplement the County funding, Monarch is also supported by the Monarch School Project, a nonprofit corporation that provides vital community support, a unique public-private partnership that is trying to break the cycle of homelessness.

One of the roles of the San Diego Public Library is to provide effective after-school programs and homework resources, and these library services are particularly beneficial to the students at Monarch, who do not have a place to go after school.

Many of the students have no family and are living on the streets or in local shelters. The expansion of existing library service to Monarch students with a formal contract between the library and the school will ensure even more effective assistance to these students.

COMMUNITY ORGANIZATIONS

The Library Bond Act requires applicants to "identify community organizations that will be served by the proposed project, and describe their service needs." This section of the proposal responds to that requirement.

The current Central Library has been involved with many community organizations over the years. It has become increasingly evident, however, that the physical facilities of the current Central Library mitigate against a needed expansion in community partnership activities, as will be demonstrated in this document.

As a vital community organization itself, the San Diego Main Library will interact with many other community organizations to provide a range of services to the residents of San Diego. In many cases, the relationships between the Library and a community organization will be reciprocal in nature: The Main Library will benefit from the information resources or services provided by other community organizations, and the organizations in question will utilize collections and services of the Main Library. In other instances, the relationship may involve the Library in more giving than receiving, or vice versa.

In this section of the proposal, a number of community organizations that will be served by the Main Library will be identified and their service needs will be described. Data collected about community organizations took two forms. First, appropriate staff members of the Central Library scheduled meetings with key representatives of community organizations; the resulting conversations covered many topics related to the relationship of the Main Library to the organization. Second, these same representatives were asked to complete a survey instrument that sought their assessment of the relative importance to their organization of 14 potential areas of service the Main Library might make available.

Information about community organizations consists of two parts. In the first part, a summary of the information and service needs described by representatives of the community organizations included in our study is presented. In the second part, more detailed information is provided about community organizations that will be served by the San Diego Main Library.

What Community Organizations Said about the Main Library

Library staff met in January 2003 with representatives of several community organizations with which the Main Library is likely to form some type of partnership, or with which the current Central

Library already has a working relationship. The conversations with partner organizations focused on the partners' perceptions of the Central Library, and what they hoped would be included in the new Main Library. Following is a summary of observations made by the partners, taken primarily from the notes of Library staff as they transcribed the results of their interviews with partners.

Perceptions of the Central Library

A number of themes emerged from partner discussions about the Central Library:

❖ **Parking.** The absence of adequate parking at the Central Library was reported by partners as a major deterrent to their patrons' use of the Central Library.

❖ **Computers.** Partners expressed the opinion that their clients liked the fact that the Library offers access to computers, but complained that there were not enough computers. They said the lines were too long, and the system too rigid. One partner said this: "Our clients go to the Central Library to use the computers and Internet to job hunt. The computers are way too crowded and our clients have trouble accessing them. The lines are too long and some aren't allowed enough time to do their research given their personal learning challenges.

❖ **Support for students in classes**. Several partners reported that the Central Library was used heavily to support student learning needs for classes they were taking. One partner said: "The Central Library is a popular destination for City College ABE (Adult Basic Education) classes."

❖ **A place for kids and families.** The Central Library is perceived by many partner organizations as a safe place for children and families. The Children's Room is regarded by many partners as a major community family resource. One partner said: "The Central Library and its Children's Room are a popular afternoon field trip destination for our children." Another partner observed: "The Central Library provides a place for our families to take their children. It also offers rich cultural experiences for them. Head Start parents and employees participate in various workshops and programs offered by the Central Library."

❖ **Resources found no where else.** Several partner organizations stated that the Central Library was the only place to go for certain kinds of resources. These resources were often not available in branch libraries. This observation underscores the role of the Main Library as a regional resource for information.

❖ **Meeting Space.** Some partners felt the Central Library does not have enough meeting room space so that events could take place in the Library. One person made the following observation regarding the Small Business Administration (SBA) and the Service Corps of Retired Executives (SCORE): "Because the SBA is not open in the evening, he (partner) proposed the idea of SCORE counseling in the library. I (Library Staff) readily agreed, but a space suitable for private counseling is not really available. We often use our meeting rooms for this, but I would not be able to book a continuous space in one."

A review of the summaries of individual meetings with partners reveals a number of other points about the current Central Library that both highlight the important role the Central Library plays in the work of their agencies, and the difficulties their clients may encounter using the Central Library.

Hopes and Expectations for the New Main Library

So what are the hopes of the partners for the new Main Library? The simple answer is that partners hope the difficulties encountered with the Central Library can be reduced or eliminated by the Main Library. Parking is a good example: The hope and expectation for the Main Library is that parking will not be an issue!

Beyond the various obvious hopes for the Main Library, partners had some interesting things to say about what might be done with the new Main Library. Here are some examples:

❖ "In the new Main Library, it would be nice to see shortcuts and have things streamlined. There should be regular programs that market the Main Library's services. There should be an ongoing marketing and outreach effort and a focus on building a database of people. Make the Main Library more fun using colors. Push videos, CDs, DVDs…look at your patrons and make it more commercially friendly. Make it convenient and designed with the end-user in mind."

❖ "The new Main Library should support training efforts of local adult literacy programs. There definitely needs to be more meeting room space in the new library. There also needs to be space for our volunteers to tutor children, which there isn't right now. Accessibility should be given a high priority…parking, close to public transportation, a user-friendly building, and friendly, professional librarians to help our volunteers who use the facility."

❖ *"A new, state-of-the-art Main Library can only enhance the local literacy programs and the Council on Literacy. It would be ideal if the new Main Library had meeting rooms to accommodate meetings, make resources available to promote literacy and READ/San Diego, and have the Main Library be a showcase for that. The library is a key to training for literacy programs like READ/San Diego, and support for this training should be reflected in its architecture, resources and staff."*

❖ The Society for American Baseball Research thinks the new Main Library should provide:

  ◆ Center Identity: a separate, isolated space and signage would announce the Baseball Research Center.

  ◆ Research space: table space so researchers can spread out and do their work with ample room for materials.

  ◆ Display space: cases/cabinets that would allow ongoing displays of memorabilia and historical displays regarding baseball.

  ◆ Shelving: all major baseball reference materials should be near at hand.

❖ "We would like to see many things at the new Main Library. For story time, we would like to have them revolve around a 'theme of the week.' It would be nice to have the afternoon story times incorporate indoor and outdoor reading groups. The story times should be grouped for different age and interest levels. Coordinate longer story times to coincide with teachers' days off, i.e., staff development days. There isn't enough room for effective tutoring to take place in the Central Library, so it would be nice if that could be made available in the new Main Library. There needs to be a place in the library for community-based organizations to post their flyers. The library should coordinate book drives of children's books to give away to low-income families who reside in the Downtown area. It would be nice to have specific title book drives, like a *Harry Potter* book drive."

❖ "It would be nice if, as a part of the new Main Library, that information is provided to businesses describing the resources and programs pertinent to companies in San Diego. It would also be nice to have the staff of the new Main Library provide companies information about the Main Library's services to post on company communication boards for employees."

❖ "We would like to see more of the same type of programming as the Afghani series at the new Main Library, especially educational presentations to the public about other cultures and countries. We would also like to see stepped up services for adolescents and teens with special focus on introducing them to the library and its services. We feel very strongly that there should be a family literacy program and a parent program at the new Main Library for our clients."

❖ "It would be nice to see an expeditious improvement in the inter-library book delivery services to branch libraries in a new Main Library. There should be adequate parking at the new Main Library because our students complain that they can't find parking or find parking that is affordable for them as students. There needs to be tutoring cubicles for tutoring in the new Main Library. We would like to see more computers because City College students have trouble accessing computers now at the Central Library when they need them. We would like to see an increase in literature written for adults with low level reading skills for literacy students citywide who are community college students but not students at READ/San Diego. The new Main Library needs a family literacy program with classes on parenting for adults. Finally, make the library card for the new Main Library a valid source of personal identification. Include an address and photo on the card, thereby allowing a person without a driver's license an alternative form of identification. Students need more than one form of I.D."

❖ "A nice new Main Library would be a great complement to our services. We would hope that it would be clean and inviting, a desirable place for our clients to go. The Central Library is run down and unpleasant. New computer labs would really help. People in the literacy program need more time on the computers and absolutely must have someone there to guide them because of their learning differences. Right now, our clients have to travel to READ/San Diego at Malcolm X Library from Downtown because the computer lab at Central Library does not accommodate their individual needs."

❖ "A new Main Library which has expanded opportunities for our clients to use and access computers would be beneficial. Right now, the computer lab is not very accessible for them."

Next in this proposal, descriptions are provided of community organizations to be served by the new Main Library. In the descriptions of those organizations, additional insights are provided as to the kinds of needs the Main Library should address for community organizations.

Community Organizations that will be Served by the San Diego Main Library

In preparing this proposal, San Diego Public Library staff created a list of the various community organizations with which the Central Library has partnered on various endeavors, or for which the Library had provided some kind of resource or service in the past. The list of such organizations was very long indeed. We present in this section a detailed description of community organizations that will be served by the new Main Library. For each organization, a brief commentary is provided

about the nature of the relationship that has and will exist with the organization, and the information needs to be served. The organizations included are organized by types of organizations.

Businesses/Chambers of Commerce/Economic Development Organizations:

Asian Business Association of San Diego

Yen Tu, Executive Director

The Asian Business Association of San Diego (ABA) is a non-profit membership organization established in 1990 to support Asian-owned businesses. The ABA provides networking opportunities, professional development and business advocacy for the ever-increasing Asian Pacific American business community in San Diego County.

The members of the ABA need information on business development and use the resources of the Social Sciences section. They also need meeting room space for their membership meetings. The Central Library staff have made presentations to the membership of the ABA to provide them with information on the business resources of the Central Library. The ABA has also used the library meeting rooms but because their functions sometimes attract 200 members and guests, the Central Library is inadequate to serve them for this purpose. The ABA is on the mailing list for programs the library conducts on business workshops.

Qualcomm Incorporated

Dan Sullivan, Executive Vice President for Human Resources

Qualcomm Incorporated (Qualcomm), incorporated in 1985, is a wireless communications company headquartered in San Diego. The company is dedicated to the creation of innovative mobile phone systems. Qualcomm's innovative philanthropy and volunteerism programs are essential elements to their fundamental commitment to create meaningful partnerships. Every year, Qualcomm donates one to two percent of the company's pre-tax profits to support community programs with a focus on programs that promote math and science education, health and human services, and culture and the arts.

Qualcomm has funded an electronic resources librarian position at the San Diego Public Library for two years to foster computer literacy, help bridge the digital divide, and make the business community more aware of the wealth of electronic resources available at the library. The company also has helped to fund the very successful student essay contest, donating funds for student prizes and administration of the program. Qualcomm intends to continue the partnership with the library in order to assist the library in helping students with their academic achievements.

San Diego Convention & Visitors Bureau

Reint Reinders, President and CEO

The San Diego Convention & Visitors Bureau (Convis) is a private, nonprofit, mutual benefit corporation composed of approximately 1,600 member organizations, businesses, local governments, and individuals seeking a better community through the visitor industry. Funded by the City, County, Port of San Diego and its members, Convis promotes and markets San Diego County as a vacation destination and convention site. Convis also represents and supports the interests of the visitor industry as a whole.

The San Diego Public Library has worked with Convis on a number of programs in the past. Since the beginning of planning for a new Main Library, it has always been envisioned that a visitor information center would be included in the facility. The Library and Convis have signed an agreement to plan a special area that would include a computerized information kiosk where visitors can find many types of information about San Diego, including museums, attractions, cultural programs, restaurants, etc. This center would also include brochures, guides, and other up-to-date information and a roving Library staff person will be available to answer questions.

The Library works with Convis on a regular basis in support of the regional Art + Sol project. A collaboration of Convis and the City's Commission for Arts and Culture, Art + Sol works with many arts and culture institutions and organizations to promote programs in San Diego. The Art + Sol web site is part of a multi-level marketing and promotions campaign designed to raise the awareness of San Diego as a world-class international cultural destination. In addition, other promotional means include the San Diego Art + Sol magazine (printed every six months), a marketing promotions program, a national public relations campaign, a restaurant program, weekly TV spots, a national advertising buy, and representation in Convis' continuing programming.

The Library and Convis also are collaborating on plans for an annual community book festival. To be held at and near the new Main Library, the festival will bring local bookstores, publishers, and authors together to promote reading and literacy for the general public.

A copy of the agreement between Convis and the Library is attached.

San Diego County Hispanic Chamber of Commerce

Robert Villareal, Executive Director

The mission of the San Diego County Hispanic Chamber of Commerce (SDCHCC) is to promote a favorable business climate, advance economic development, enhance the social and cultural environment of the community, and encourage responsible and cost effective governmental responsibility.

The Library has partnered with the SDCHCC in a library media campaign to increase awareness of the business and cultural resources of the San Diego Public Library. Marco Polo Cortez, past president of SDCHCC, served as one of the spokespersons for the campaign. Funding for the library media campaign, "The Library, Check It Out," came from the federal Library Services and Technology Act administered by the State Library. Thanks, in part, to SDCHCC the campaign was extremely successful and significantly increased the community's awareness of libraries. The Central Library also supports the mission of the SDCHCC by making business resources and workshops on business development available to their members.

Small Business Partnership

Small Business Administration
Ivan Hankins

Small Business Development and International Trade Center
Ken Clark, Small Business Service Coordinator

The Social Sciences Section has formed a partnership with four community organizations: the Small Business Administration (SBA); SCORE (Service Corps of Retired Executives); Small Business Development & International Trade Center (SBDITC); and the City of San Diego's Office of Small Business. Through this partnership, the Library presents programs, shares data, recruits presenters, and publicizes events. The partners refer people to each other for the information they need. The Library presents four workshops per quarter. One is usually presented by the SBA or SBDITC and includes an overview of their services and loan programs. The other workshops include topics that are of interest to small businesses, such as targeting a market, developing a business plan, and the law of e-commerce. Presenters are often from partner agencies or Library staff familiar with business topics.   In addition to these programs, the Library provides data to small business partners as needed. The Library refers patrons to the business partners, as they do to the Library. The Library also works with partners in publicizing the events and services of one another.

The Main Library will offer opportunities for a number of new initiatives including the following, which came from an interview with one of the partners:

- ❖ Because the SBA is not open in the evening, the Assistant Director of the local SBA office proposed the idea of SCORE counseling in the Library in the evening. The idea is a good one, but rendered next to impossible in the current facility because of lack of space.

- ❖ The SBA is interested in exploring the possibilities of offering on the spot loan approvals from the SBA, in the Library. For this, the SBA uses their laptops to check their clients credit ratings and will issue a pre-approval on the spot.

- ❖ Holding a series of "mixers" or "brunches" involving local businesses and interested patrons, to explore issues pertaining to small businesses.

The Workforce Partnership
Kathy Patoff, Chief of Staff

The labor force in San Diego continues to grow, but with a disproportionate number of low-skilled, low-wage jobs. At the same time, employers have noted a shortage of high-skilled workers. To address some of these issues, the San Diego Workforce Partnership, a nonprofit organization, is attempting to connect people with jobs or training and meet employer's needs.

The Workforce Partnership provides training, computer classes, job finding resources, workshops on resume writing and interview techniques, and a variety of consultants to help with veteran benefits, unemployment, etc. It also holds GED and ESL classes. The Partnership also serves as a workforce broker, bringing employers and qualified applicants together.

Recently, the Workforce Partnership contacted the Central Library to discuss a possible partnership. The Workforce Partnership could benefit from having a suitable downtown location to reach its target audience. The current location of the Workforce Partnership requires many of its clients to take three buses and spend long hours in transit to reach one of the Partnership's centers. This, of course, includes many of the homeless or SRO residents who live downtown, who are the people with whom the Partnership would like to make contact.

The Central Library can help. For example, the Library could host workshops presented by the Workforce Partnership. The Library has a computer lab that could be used for training. While at the moment there is severe competition for use of the meeting space and computer facility, the new Main Library will have more meeting space and a computer training center.

The Workforce Partnership is also eager to partner with the Library because the Central Library is open until nine in the evening and on weekends. This allows for those who do hold jobs to be able continue learning to better themselves. It also makes it possible to provide advisors for one-on-one consultations during non-business hours.

The Workforce Partnership also recognizes that while they have many clients who use their services, many people do not know about them. The Library has wonderful public relations, and can offer far-reaching publicity for all the programs the partnership sponsors in the Library.

The Social Sciences section has a small business center that partners with groups such as the SBA. This collection will be of assistance to the Workforce Partnership by increasing their contacts with businesses and future businesses. The Workforce Partnership's library has a good computer bank for job searches. However, its print sources are somewhat inadequate. The collection at the Library is current and plentiful, and the Library staff is knowledgeable. A Workforce Partnership – Main Library working partnership makes a lot of sense for both organizations, and for the clients they serve.

Community Services Organizations/Associations/Clubs

The California Center for the Book
Natalie Cole, Director

The California Center for the Book is a reading promotion agency that celebrates California's rich literary heritage and promotes reading, libraries, literacy, and authorship. In support of its mission, the California Center for the Book: develops and supports local and statewide programs and initiatives, relating to books and reading, for the citizens of California; develops and maintains book- and literacy-related resources; encourages and supports the study of print and electronic culture.

The California Center for the Book is a nonprofit, tax-exempt organization affiliated with the California State Library and the Center for the Book in the Library of Congress. The Center for the Book in the Library of Congress was created by an Act of Congress (Public Law 95-129) in 1977, and was established to stimulate public interest in books, reading, and libraries, and to encourage the study of books and print culture. All programs of the California Center for the Book fit within a rubric established by the Center for the Book in the Library of Congress and fall under the jurisdiction of the State Librarian.

The California Center for the Book has been housed at UCLA since January 2000. Reflecting the diversity of the community of the book in California, the Center has a decentralized structure with a coordinating office in UCLA's Department of Information Studies, and satellite centers throughout the state. As a partner library it is the role of the San Diego Main Library to organize local activities and help to develop and pilot new California Center for the Book programs. Once piloted, these programs are available to libraries throughout the state. The San Diego Public Library as a co-grant writer was instrumental in obtaining the "Let's Talk About It: Reading and Discussion Program" (A theme-based book discussion program from American Library Association) for the Center for the Book. The San Diego Public Library was one of the few partners that participated in the campaign that promoted First Lady Laura Bush's National Book Festival. The book festival was a component of the Library's "California Reads: 'The Grapes of Wrath'" programming. The Library applied for and received monies from the Library of Congress's Center for the Book that helped defray the cost of bringing author T.C. Boyle to the library.

The California Center for the Book provided seed money that has helped the San Diego Public Library create programming that analyzes the historical background, cultural patterns, and artistic expression of the Mexican American community. These events have helped communicate an understanding of the contemporary interface between Mexican Americans and American society to the Library's audiences. The Library will continue to provide programming which includes reading and discussion groups, films, and author talks that examine the historical and contemporary experiences of people of Mexican descent in the context of American society and institutions. Moreover, in light of continuous immigration from Mexico, and now Central America, it is important that the California Center for the Book and the new Main Library create programs that look at particular aspects of Mexican history, culture, and politics as they bear upon the Hispanic community, past and present, in order to educate audiences and help them develop a broad knowledge of the Hispanic experience. The Mexican Consulate is willing to promote the Library's endeavors and to work with the Library on its programming.

The amount of collaboration with the California Center for the Book has been limited by two familiar problems: lack of adequate meeting space in the current Central Library, and limits on available shelving and exhibit space.

Daughters of the American Revolution

Lorrie Dunn

The Daughters of the American Revolution (DAR) made an agreement with the San Diego Public Library in the 1920s. The Library agreed to provide space, access, and security for approximately 1,500 books of ancestry records owned by the DAR. The library is continuing to meet this agreement. Members of the public who are interested in genealogy as well as DAR members have benefited from the use of this expanded collection. Benefits to the library have been the expansion of the genealogy collection by 33-50%. The DAR also purchased books of records for Virginia and other states. The Library cataloged all the books that have been loaned and purchased by the DAR. In turn, the DAR has gathered books that needed to be re-bound, delivered them to a bindery, and returned the books to the Library. The DAR paid for the expense of binding.

This arrangement has also provided a regular opportunity for the Special Collections Section Supervisor to meet with the DAR Librarian to discuss ongoing issues and needs of the DAR. This communication is particularly important in planning for the Main Library in order to meet the needs

of genealogy and heritage focused organizations and patrons. The DAR welcomes the opportunity to work in a much more spacious genealogy area. They are also looking forward to increased parking space and convenient transportation choices.

San Diego Genealogy Society

Peter Steelquist, President

Another community group that is interested in working with the Library to serve San Diego residents and visitors who are interested in genealogy is the San Diego Genealogical Society. The Central Library's Section Supervisor for Special Collections met with several professional genealogists and active members of the society. A number of benefits were realized. The Genealogy Room in the Central Library is an unsupervised room and is considered to be a self-service collection. Volunteers emerged from this group who helped the supervisor weed and update the approximately 2,800 items in the collection. Many new volunteers were recruited. Approximately 18 people serve in the Genealogy Room. The use of the collection increases with as many as 12-15 people in the room on Sundays.

Another benefit was training sessions that were conducted by experienced genealogists for the benefit of the Library staff who assist genealogy patrons but have no background in the subject. This association with experienced persons in genealogy has continued to provide communication and exchange with the Section Supervisor concerning the needs of both volunteers and patrons. This is an area of community involvement that could be developed. Staff members responded positively to this opportunity to learn.

Friends of the San Diego Public Library

Katie Sullivan, President
Dick Hanley, President, Friends of the Central Library

In 1978, the Friends of the San Diego Public Library was initially formed, with a Coordinating Council of the Friends of the San Diego Public Library meeting for the first time in 1981. Since that time, the Friends organizations for the Central Library and each of the branch libraries have raised funds for the operation of the libraries in the system.

More specifically, the Friends organizations support the existing Central Library in ways such as the following:

❖ Proceeds from weekly book sales supplement the Library's materials budget. The amounts of money donated by the Friends to the Library book budget is impressive:

2001	$261,132
2000	$261,765
1999	$273,863
1998	$276,802
1997	$239,506
TOTAL	**$1,313,068**

❖ Provide docents (volunteers) to staff the Wangenheim Room, which is the Library's Rare Books room, and trains those docents.

❖ Arrange receptions and special exhibits to publicize and promote the unique collections of the Library.

The Friends organization has been particularly important for the special gifts (often, special collections) provided to the libraries.

The relationship between the Friends organizations and the operating libraries, including the Central Library, is one of reciprocity: the Friends organizations provide gifts to the Library, while the Library in turn gives books to the Friends organizations to be sold in book sales. This relationship will continue in the new Main Library.

Friends of the Library for Children's Services

Margaret Coval, President

In addition to its general Friends program for the Central Library, the Friends group for the Central Library's Children's Room, a separate organization, is active in raising funds through book sales and other events. The goals of the Friends group are:

❖ Encourage all children to read and use library services

❖ Hold fundraisers to supplement the budget for Children's Room

❖ Invite volunteers to work in Children's Services where needed

❖ Inform parents and community about children's programs and library services.

❖ Involve all cultural groups when promoting Children's Services

❖ Serve as a liaison with the City Council when needed

❖ Keep Children's Services in the public eye

In the current Central Library, both Friends groups hold book sales to raise funds for the library in the lobbies of the facility. In the new Main Library, there will be a Friends of the Library store in order to better market books and other items for sale. The Friends will also have an office near the administrative offices.

LEAD San Diego Inc.

Kevin Cottrell, President and Chief Executive Officer

The mission and purpose of LEAD, a not-for-profit organization, is to provide intense issue-oriented programming, leadership skill building, and community volunteerism opportunities to a growing set of regional leaders who understand and respond to the quality of life challenges facing the greater San Diego region. The word LEAD is an acronym for "leadership, education, awareness, and development" Established in 1981, LEAD is the oldest community leadership training program in the region and is recognized as one of the country's foremost leadership development programs. LEAD's growing roster of more than 1,400 graduate members represents individuals in positions of influence at every level of San Diego's business, government and independent sectors.

Lead accomplishes its objectives by annually providing a rigorous learning experience for each new class of select LEAD Core Curriculum member. The participants of the Core Curriculum class use the in-depth resources of the Central Library to provide background information on San Diego related issues and problems.. The background information then is used to broaden their perspective on an issue and helps the participants come up with innovative solutions. LEAD is very interested in the new Main Library as the Core Curriculum classes could be held there. Right now the meeting room spaces are too small for their program.

LEAD members volunteer more than 250,000 hours annually to San Diego organizations, serving as elected officials and on boards, committees, and projects. Over the years, a number of LEAD graduates have volunteered in various capacities at the San Diego Public Library.

The Lesbian, Gay, Bisexual, Transgender (LGBT) community

The Lesbian, Gay, Bisexual, Transgender (LGBT) community has been an integral component of the diversity that enriches San Diego. Its members cut across all socio-economic, racial, ethnic, and religious sectors. Yet, this is one interest group that is often overlooked and underserved. The San Diego Public Library has a long standing commitment to build a strong relationship and provide meaningful services to the LGBT community of San Diego.

Although there are numerous organizations providing resources and services to the LGBT community at large in San Diego, the LGBT Community Center is by far the largest, the most comprehensive, and most visible in the city. Providing a variety of professional health, social, and recreational services, the Center is the second oldest and third largest LGBT community center in the nation.

One program of the Center in particular that the San Diego Public Library has been nurturing is the Hillcrest Youth Center. Through a wide assortment of programs, the Hillcrest Youth Center offers a safe and educational environment which allows LGBT at-risk youth the information and skills necessary for them to develop appropriate work, health and life competencies.

The San Diego Public Library is proud to support their mission by providing a sizable collection of materials and programming that are of interest and add value to the development of these youth. On a regular basis, library staff members conduct library tours and give presentations to the group detailing all the services available at their public library. Workshops are also provided on "How to Get a Job with the City", and "Career Resources at your Public Library". The presentations and tours provide a wealth of knowledge and exposure on services, materials, and resources that many youth never knew were available to them. It is hoped that this mentorship will continue to grow as further outreach builds the bridge to a happy, successful future. Our goal is to demonstrate to this at-risk group that the San Diego Public Library is a welcoming, safe place with access to a wealth of information and resources.

A vast majority of the LGBT community grow up with a sense of cultural isolation, unaware of the significant contributions that have been made by LGBT persons in a broad range of fields. The Lesbian and Gay Historical Society of San Diego (LGHSSD) is a nonprofit dedicated to the recovery, preservation, and understanding of the history and culture of LGBT persons.

LGHSSD collections are made available to researchers and interested parties usually by special appointment. Their speaker bureau can provide, upon request, qualified speakers to schools and community organizations. For almost a decade, The San Diego Public Library has collaborated with the LGHSSD in providing the public an extensive exhibit during the month of June. These exhibits highlight the LGBT and general public with a positive perspective of LGBT history, life, and culture. Throughout the year, programming such as films, workshops, and book discussions which are of interest to the LGBT community are presented to the public. Exposure to cultural differences typically creates a base for better understanding and tolerance. This type of programming serves just that purpose.

Currently, with the lack of adequate shelf space, high demand for programming space, and the technological shortfalls of the Main Library, collection development and integral services which support our diverse area must be kept to a manageable minimum. Without facility changes, the public's access to information that help foster an environment of mutual respect and understanding is ultimately compromised. We cannot allow this to happen in San Diego.

Lundy and Crawford Fund

The Lundy and Crawford fund is an endowment fund that was created in 1997 and is administered by the San Diego Foundation. The fund is used for the "acquisition and dissemination of educational materials and electronic and other information relating to the theory, law or practice" of any real property activities. Through this endowment, the library has increased the holdings of many specialized materials. In recent years library staff has added much needed information on architecture and construction for ADA compliance. Additional information related to urban planning, affordable housing, and infrastructure as it deals with the real estate market and the growth of our city has also been acquired.

Partnerships in Literacy

The San Diego Main Library's work in literacy will be coordinated by READ/San Diego (described elsewhere in this application). READ maintains a number of partnerships with community agencies specifically to address problems of illiteracy in San Diego. Following is a brief summary of those partnerships:

Family Literacy Foundation

Founded in 1989, Family Literacy Foundation is a 501(c)(3) educational organization. The Foundation's programs take a preventive approach to the problem of illiteracy by providing programs, free of charge, that encourage families and friends to read aloud with young children.

Since 1989, the Foundation has helped more than 71,500 people through three outreach programs (Uniting Through Reading, Youth Reading Role Models, and Reading Roots) with 121,553 volunteer hours contributed by student and adult volunteers.

San Diego Public Library has been involved with the program, Youth Reading Role Models, since its inception. Youth Reading Role Models is a unique community service program that encourages high school students to get involved in their communities by reading aloud with preschool children on a weekly basis. This program currently provides volunteer opportunities to 150 students in 10 sites, and offers:

- ❖ Help to enhance children's imagination, creativity, listening, and language skills, while reinforcing the joy of reading.

- ❖ Positive youth role models from their community.

- ❖ Improves youth academic participation and performance.

- ❖ Development of communication skills and sense of responsibility in youth.

- ❖ Promotion of community resources, such as public transportation and the library.

- ❖ Encouragement to students to complete high school, with adult volunteers mentoring them and providing information on college and careers.

What is being accomplished by the partnership right now? Following are some of the accomplishments of the partnership between the Library and the Family Literacy Foundation to date:

- ❖ Library provides group training to San Diego High School volunteers on library resources, and storytelling and reading aloud to children, as needed. Training averages four times per year with a maximum of 40 students.

- ❖ Librarians serve as guest readers in Solomon Head Start where the teen volunteers read to preschool children.

- ❖ Library serves as primary resource center of storytelling books and materials for the teen volunteer readers.

- ❖ Librarians assist in creating read-aloud bibliographies for teen volunteer readers.

The partnership between the Foundation and the new Main Library will be enhanced ia number of areas, including:

- ❖ With a bigger meeting/training area, group trainings on library resources, storytelling and reading-aloud can be offered to more students and more schools, such as: Garfield High School (for Brooklyn Elementary School and Golden Hills Literacy Project) and San Diego High School (for Solomon Head Start and Sherman Elementary School).

- ❖ Librarians will continue to serve as guest readers in targeted daycare centers.

- ❖ Library will continue to serve as primary resource center of storytelling books and materials for the teen volunteer readers.

- ❖ Librarians will continue to assist in creating read-aloud bibliographies and other support materials for teen volunteer readers.

- ❖ Library will be the site for the bi-annual gathering of volunteers and coordinators.

- ❖ Library will make Read to Me kits available for the teen volunteers to use.

- ❖ Library will provide youth development training to teen volunteers, on subjects such as: college preparation, scholarship, job application and interview, etc.

- ❖ Library will provide shadow experience, mentoring and internship opportunities to teenagers who demonstrate interest in librarianship.

One of the most difficult challenges to the success of this partnership pertains to transportation for the teenagers to the library. This challenge might be addressed by partnering with the Metropolitan Transit System for free tokens/free rides for teen volunteers.

San Diego Rescue Mission: Education for Life Program

The San Diego Rescue Mission exists to serve the needs of the poor, addicted, abused, and homeless, thus improving the quality of their lives. The Mission believes in the inherent worth of every homeless man, woman, and child, and provides rehabilitation and discipleship programs that lead to permanent change and independent living.

The oldest program of its kind in San Diego, the San Diego Rescue Mission opened its doors in 1955. Forty-eight years later, the San Diego Rescue Mission has grown to help thousands of men, women, and children get back on their feet. Through valuable programs like "One to One" counseling, drug recovery and relapse prevention, and continuing education, the San Diego Rescue Mission reaches out to hurting people with real solutions. The Education for Life Program provides literacy and life skills services to homeless men.

READ/San Diego has provided tutors and instruction for this program for the homeless for 15 years. In the new Main Library, homeless clients would be able to access READ/San Diego's computer learning lab and receive increased literacy instruction.

31ˢᵗ Street Seventh Day Adventist Church: 31ˢᵗ Street Health and Learning Center

The Health and Learning Center is an outreach project for the surrounding community. This program provides nutrition counseling, bimonthly cholesterol tests, periodic smoking cessation clinics, substance abuse seminars, basic computer skills for adult learners, weight management program, and an exercise program. It includes a fully operational computer lab, offering basic computer skills, after school tutorial service, and guidance for those needing assistance in preparing for PSAT, SAT and ACT exams. Algebra and higher mathematics are also taught to interested middle school students. In addition, the Center Street is a READ/San Diego partnership neighborhood learning center and provides one on one and small group instruction in English as a Second Language, reading, writing, mathematics and basic computer skills.

READ/San Diego provides computers for the computer lab. Clients in this program will be able to access READ/San Diego's family literacy program at a new Main Library, as well as other library and literacy program services.

Saint Vincent de Paul Village: Life Skills Program

The mission of Saint Vincent De Paul's Village is to do more than alleviate someone's problems –to build their self-confidence that leads to success. Saint Vincent de Paul Village helps people replace a sense of despair with a sense of dignity. The Life Skills Program provides one on one, computer assisted, and classroom literacy services for English speaking and limited English speaking homeless adults.

READ/San Diego has provided tutors and supports instruction for this program for the homeless for 15 years. Homeless clients will be able to access READ/San Diego's computer learning lab in a new Main Library, receive literacy instruction and participate in the family literacy program. Saint

Vincent de Paul staff will enjoy the opportunity for homeless clients to access cultural programs at a new Main Library.

Etheridge Center for Rehabilitation Downtown

The Etheridge Center is a shelter for women, many of whom are low literate. READ/San Diego has provided tutors and supports instruction for this program for the past eight years. Women and their children can access READ/San Diego's computer lab and family literacy program at a new Main Library.

San Diego Community College District – City College – Adult Basic Education (ABE)

The San Diego Community College District Centers for Education & Technology offers classes for San Diego residents at 10 major locations throughout San Diego. The centers offer classes for adults in vocational training, high school completion, basic education (ABE), English as a Second Language, citizenship, home economics, and child development.

READ/San Diego has provided tutors for severely learning disabled adults who are students in the ABE program for the past 15 years. Students at San Diego Community College could access READ/San Diego's computer lab, family literacy program, and the computers at a new Main Library. Community college administrators and instructors report that there isn't enough availability of computers for their students at the existing Central Library.

Head Start – Central Region

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families. READ/San Diego has been partnering with Head Start for 10 years and provides tutors and supports literacy instruction for parents in this program. The families also participate in READ/San Diego's family literacy program. Parents will be able to access READ/San Diego's computer lab and receive instruction at a new Main Library. Currently, parents must use public transportation to access READ/San Diego's family literacy programs in the City's Valencia Park or City Heights communities.

A new Main Library's family literacy program will provide greater accessibility. Families would also be able to participate in library summer reading programs and other children's services.

International Rescue Committee (IRC)

The International Rescue Committee provides literacy services for women and children who are political refugees. IRC programs include English language instruction, life skills training, family literacy, homework help, and small group literacy activities. Their programs are located in City Heights and El Cajon. READ/San Diego collaborates with IRC regarding refugee clients, making and receiving referrals. Refugees who speak English are often referred to READ/San Diego for literacy instruction. READ/San Diego has been partnering with the IRC for the past 15 years.

IRC clients who reside in the Downtown area will be able to access READ/San Diego's services, especially preparation for citizenship, in a new Main Library without having to commute to East San Diego or El Cajon. IRC staff would like to partner with librarians at a new Main Library to provide educational presentations to the public about other cultures and countries and would also like to see

stepped up services for adolescents and teens with special focus on introducing them to the library and its services. IRC would like for its families who reside in Downtown San Diego to be able to participate in a family literacy program at a new Main Library.

The Ledeki Group: Sammy's Woodfired Pizza

Owner and founder of Sammy's Woodfired Pizza restaurants, Sami Ledeki, an immigrant to this country, understands firsthand the difficulties of learning to read and write in English firsthand.   He believes that READ/San Diego is a perfect fit for Sammy's Woodfired Pizza.   Through his sponsored book drive in his four San Diego restaurants, donations of more than 1,000 children's books have been generated annually for READ/San Diego's family literacy programs. Patrons who donate books, in turn, receive a complimentary ice Cream sundae.

With a family literacy program in a new Main Library in downtown San Diego, Mr. Ledeki envisions greater opportunities to promote family literacy and READ/San Diego through his downtown San Diego restaurant.

Sea World Adventure Park – San Diego

Sea World San Diego opened in 1964 and has hosted more than 100 million guests. The park's land mass is 189.5 acres, including parking and support facilities. READ/San Diego partners with Sea World to provide an onsite workforce literacy program. Both community volunteers and Sea World employees tutor low-literate Sea World employees who cannot read and write. Literacy instruction takes place onsite before, during, and after work shifts.

READ/San Diego provided this instruction for 10 years.   Sea World employees who live in downtown San Diego could access READ/San Diego's computer lab, family literacy program, and citizenship classes at a new Main Library. Sea World administrators would like to see a greater emphasis placed on providing outreach services to Sea World and other companies like them in the downtown area about services, special programs, and research/reference opportunities.

City of San Diego Metro Wastewater Department – Safety & Training Office

The City of San Diego Metropolitan Wastewater Department is committed to providing the community with a safe, efficient, regional sewer system. At the same time, the department protects ocean water quality, supplements limited water supplies, and meets federal standards at the lowest possible cost. Through state-of-the-art facilities, water reclamation, biosolids production and cogeneration, the City is a leader in maximizing the conservation of water and energy as part of the wastewater treatment process.

READ/San Diego partners with Metro Wastewater to provide an onsite workforce literacy program that prepares low-literate employees in the department for Class B driver's licenses. In addition to the preparation classes for employees who are students at READ/San Diego could access the computer lab and literacy instruction services in the new Main Library, especially those who reside in the downtown area.

Starbucks Coffee Company – Southwest Zone

The Starbucks Coffee Company and the Starbucks Foundation in Seattle create hope, discovery, and opportunity in communities where Starbucks has stores. Starbucks focuses on the founding vision to contribute to solutions to poverty; reflect the essence of the company in its coffee, people, and

community; support innovative solutions to social and economic problems; engage and empower Starbucks employees; and support and enhance the company's community and public affairs efforts.

READ/San Diego and the City and County library branches partner with Starbucks annually for the ABC Book Drive for children's books for READ/San Diego's family literacy programs. Through its ABC program, more than 15,000 books have been donated to READ/San Diego. Starbucks underwrites the family literacy program at the Otay Mesa Branch Library, provides story time for kids in their stores, and supports tutor training. Starbucks has a long history of providing support to READ/San Diego. Starbucks executives envision a new family literacy program, which they would support, in a new Main Library and an expanded ABC Book Drive in the downtown area.

YMCA – Downtown YMCA Open Book Reading Program

The YMCA of San Diego County is dedicated to improving the quality of human life and to helping all people realize their fullest potential as children of God through development of the spirit, mind, and body. The Downtown YMCA Open Book Reading Program matches volunteer tutors with children, ages 6 through 18, for one-on-one literacy instruction. The Downtown YMCA also operates a before and after school program for school age children. The Open Book Reading Program provides literacy tutors for the children of READ/San Diego adult learners who can't help their own children learn to read.

READ/San Diego has been partnering with this program for 15 years. The Open Book Reading program would utilize space in a new Main Library for tutoring. Its youth students visit the library as part of its 6-to-6 programs. The YMCA staff would like to see enhanced programming for school age children and their parents, and those parents of preschoolers would be able to access READ/San Diego's family literacy program. With tutor space for adults at READ/San Diego, the YMCA would be able to refer parents of its students to READ/San Diego for literacy instruction.

Uplift Ministries: Kids At Heart

Kids At Heart provides tutoring and mentoring services for low-income children, kindergarten through grade 12, living in downtown San Diego at eight sites, including Washington Elementary School. Kids at Heart also offers after school enrichment activities and a summer program to help children with academic skills. Kids at Heart provides literacy tutors for the children of READ/San Diego adult learners who can't help their own kids. The Kids at Heart program would utilize space in a new Main Library for tutoring. Parents of Kids at Heart clients would be able to access READ/San Diego's family literacy program and adult literacy program.

San Diego Council on Literacy

The San Diego Council on Literacy is the umbrella literacy coalition in San Diego County. The Council champions a more literate community by providing creative leadership for new and existing adult, family and youth literacy programs. READ/San Diego is one of 24 member literacy organizations of the San Diego Council on Literacy and receives both financial and in-kind support from the Council. READ/San Diego has been a member for 15 years.

A new state-of-the-art Main Library in downtown San Diego would enhance the efforts of local literacy programs and the Council on Literacy. A new Main Library would accommodate community literacy meetings hosted by the Council and other literacy programs. A new Main Library is a key to training volunteers for literacy programs like READ/San Diego.

Center for Social Support and Education

The Center for Social Support and Education exists primarily to deliver viable, effective HIV/AIDS education and risk reduction programs, and related support services to people of color. The purpose of the Center is to encourage those affected by HIV/AIDS to take action that will empower them to care for themselves physically, emotionally, mentally, and spiritually. The Center is a neighborhood learning center for READ/San Diego and provides a state-of-the-art computer for literacy instruction. A new Main Library in downtown San Diego would provide greater access to literacy services for the Center clients who are READ/San Diego students living with HIV/AIDS in the downtown area.

A new Main Library with public meeting space would provide an opportunity for the Center and READ/San Diego to deliver both literacy and HIV/AIDS education.

Friends of READ/San Diego

The Friends of READ/San Diego, a chapter of the Friends of the San Diego Public Library, is a nonprofit corporation dedicated to the principle of literacy for everyone working to increase public awareness of literacy, hold fundraising events to support READ/San Diego, enlist support from the greater San Diego County community, and assist READ/San Diego operations in areas other than tutoring. The Friends of READ/San Diego underwrite READ/San Diego's Annual Tutor Conference, Recognition Dinner, and other events. They also provide scholarship support for READ/San Diego students.

A new Main Library would allow the Friends of READ/San Diego to sponsor more public awareness building activities and conduct literacy support meetings and trainings.

Rolling Readers

The mission of Rolling Readers is to develop successful, lifelong readers by providing disadvantaged children and families with high-impact program materials, books, and volunteer services. Rolling Readers' program services create sustainable systems of community involvement and development that have a long-term positive impact on literacy throughout America. Every year, Rolling Readers mobilizes hundreds of community volunteers to read aloud and share stories with preschool age children to fifth graders at school and community sites throughout San Diego. Participating children and their families also receive brand new children's books and comprehension guides twice a year. Its Everyone a Reader program provides-one on-one tutoring services for children in grades 1-3 in San Diego County schools. Rolling Readers volunteer tutors read to children in classrooms and assist children with reading problems, many of whom are the children of READ/San Diego adult learners.

READ/San Diego has been partnering with this organization for 12 years. Rolling Readers would utilize a new Main Library to provide read aloud sessions for children, provide tutoring for children and access high quality children's books. Rolling Readers would also use meeting room space to train community volunteers to read aloud to and/or tutor children.

Project Vote Smart
John Collins, National Director of Library Programming

Project Vote Smart is a nonprofit organization that provides the public with factual information about candidates and elected officials. As a partner, Central library staff coordinates with Project Vote Smart to distribute its Voter's Self-Defense Manuals to the branch libraries. Staff also places a copy of the Reporter's Source Book and the Vote Smart Web Yellow Pages on the reference shelf of at the Central library and makes copies available in the branch libraries. Patrons are encouraged to use its web site for information. Seminar space is made available to staff from Project Vote Smart for workshops on representation and voting.

The Ruocco Fund at The San Diego Foundation
Mary Lindenstein Walshok, Chair

A partnership between the San Diego Public Library and the Ruocco Fund began in 1998 when the three trustees of the organization approached the Library Director with an idea. They believed there was a need to increase the breadth and depth of the library's collections in architecture and design, emphasizing modern architecture. As a result of those initial meetings, the trustees have contributed $20,000 for the library's architectural collection. The Fund and the Foundation receive recognition and visibility through publicity, pathfinders, bibliographies, and receptions. The Library receives updated, costly books in the field of modern architecture and design to enhance the collection. One of the trustees, Kay Kaiser, a noted architectural critic, assisted the Library in planning and hosting a major reception in November 2000 for architectural educators and interested design professionals to acquaint them with the Central Library's collection in this area. Based on the feedback that received from the reception, there is great deal of interest in the community to host more programs on architecture, possibly through a lecture series. The books on architecture are heavily used by both the general public and the design community. Many of the design professionals mentioned that the new Main Library with an auditorium seating 350 persons would be an excellent venue for such a series.

Architect Lloyd Ruocco and his wife, interior designer Ilse, were design and educational leaders in San Diego from 1950 through the 1970s. Mr. Ruocco designed a number of major buildings in San Diego, including the Institute of Geophysics and Planetary Physics on the University of California, San Diego campus. In 1962 he founded Citizens Coordinate for Century 3, an organization that continues to influence San Diego in terms of thoughtful urbanism and environmental design. Ilse Ruocco was a mentor to several generations of students and professionals in her environmental design classes at San Diego State University. She was among the first to introduce modern interior design concepts from Europe and the United States, and the ethnic treasures from Mexico and countries farther south. The couple established a fund with the San Diego Foundation in 1977. The intent of the fund is to support architectural and environmental design education programs, and to fund a "public indented retreat" in downtown San Diego, which would enhance and beautify the urban environment for the benefit of the public.

San Diego Fine Woodworkers Association

Ed Gladney, President

The San Diego Fine Woodworkers Association is a nonprofit corporation, organized in 1982, to unite people who share a common interest and enthusiasm for working with wood. Amateurs, hobbyists and professionals all share their ideas techniques and expertise and love of woodworking. Their objectives are to educate and promote the public's appreciation of the principles and practices of fine woodworking.

Over the last 10 years, the Association has presented the Central Library with funds to purchase woodworking materials. The city matches these funds through the City Council's matching book fund program. The Association is very interested in space to accommodate their membership meetings. Average attendance at these meetings runs in the range of 200 to 300 members and guests as they are the largest woodworking organization in the country, if not the world. In addition to meeting room space, the Association is interested in exhibiting the award winners from their San Diego Fair Design in Wood show which provides $16,000 in prize money for award winners. The exhibition space at the Central Library is not adequate to display these award winning woodworks.

The Central Library has benefited from the craftsmanship of their members through donated labor, which has included shelving, carved book ends and a beautifully crafted donation box.

San Diego Historical Society

Nell Waltz, President

For many years the San Diego Public Library and the San Diego Historical Society have worked collaboratively, often sharing staff and material resources to better achieve common goals. The Library has loaned artifacts to the Historical Society for museum exhibition. The Historical Society has contributed staff expertise to aid Library projects. Some examples of shared efforts include:

- ❖ Donation in 1986 of the Public Library historical photograph collection to the Historical Society to ensure the preservation of the materials in the newly opened, larger facilities of the San Diego Historical Society.

- ❖ Conservation appraisal of the Public Library fine arts collection by Historical Society Curator Bruce Kamerling in 1990.

- ❖ The loan of sculpture and art objects by the Public Library in 1998 to the Historical Society for a public exhibition on local artist and sculptor Donal Hord.

- ❖ The hosting of the 2002 annual meeting of the Society of California Archivists in San Diego with local arrangements provided by the staffs of the San Diego Heritage Room and the Historical Society.

Library Director Anna Tatár and Deputy Director Margaret Kazmer met with John Wadas, Chief Operating Officer of the Historical Society, and Historical Society Board Member Sandra Arkin to address ways to improve the partnership already enjoyed by the two entities. Lack of exhibit space, archival storage, and adequate space for programming in the current Central Library greatly inhibit collaboration in many areas. Future collaborative projects in a new and significantly expanded Main Library include efforts to provide shared access to the library and archive catalogs of both

institutions; a history fair for students, such as the San Diego/Tijuana International History Fair that ran from 1983 to 1991, and involved thousands of students and teachers; an oral history program to record the memories of retired librarians; indexing of local newspapers; and joint public programs on local history and genealogy.

The possibility of housing the archives and the photography collection of the historical society in the new Main Library was also addressed. There is a natural synergy between the two institutions and students and researchers use both collections when studying local history as both the library and the historical society have valuable resources pertaining to San Diego history.

San Diego Ted Williams Chapter of the Society for American Baseball Research
Thomas F. Larwin, President

In the spring 2000, the San Diego Public Library formed a partnership with the San Diego Ted Williams Chapter of the Society for American Baseball Research (SABR). SABR is dedicated to documenting, preserving, and disseminating information relating to baseball history. The San Diego chapter has been active since 1984. The partnership has enabled the following achievements to date:

❖ Promoting and building the collections of the San Diego SABR Baseball Research Center (BRC), housed at the Central Library and established with the goal of providing the most comprehensive research center in the West. Current holdings include more than 1,600 items in many formats (books, microforms, serials, and videotapes).

❖ A joint acquisitions program for the BRC, begun in 2001.

❖ The SABR San Diego chapter's Library Committee, meets once or twice a year and submits proposals for the joint BRC acquisitions program.

❖ The Robert Boynton Baseball Research Award, an annual essay contest for high school students that the SABR chapter established in 2002 and the Library promotes throughout the system.

❖ A liaison from the Art, Music & Recreation Section of the Central Library sits ex officio on the SABR Steering Committee and created the chapter's Web site.

❖ Planning for a major Library exhibit and program in August 2003 about the collections and activities of the Baseball Reliquary, an alternative baseball hall of fame in Monrovia, CA.

❖ Library compilation and distribution of printed quarterly list of new baseball titles in its collections. These are also published in the SABR chapter's electronic newsletter.

❖ Library compilation of printed guide to its baseball resources. These are also accessible through the SABR chapter's web site.

The Library is fortunate to have an active group with which to work (through SABR's Library Committee and its Steering Committee). Dialogue between the Library and SABR is regular and takes place throughout the year. One of the results of this ongoing dialogue was the generation of ideas about how the Main Library might continue to expand and support this important collection of materials:

- ❖ Identity in the new Main Library: a separate, isolated space and signage would announce the Baseball Research Center.

- ❖ Research space: some table space so researchers can spread out and do their work, with ample room for materials.

- ❖ Display space: cases/cabinets that would allow ongoing displays of memorabilia and historical displays regarding baseball.

- ❖ Shelving: all major baseball reference materials should be near at hand.

- ❖ Computer access: more research being possible through searchable indexes a computer terminal is essential.

Tijuana Public Library: The Sister Libraries Project

Elizabeth Hinkle, Executive Director

Through the White House Millennium Council, the San Diego Public Library and Tijuana Public Library formed a partnership in 1995, to build rapport, communication, and cooperation between the two libraries. The Tijuana Public Library has made the Central Library aware of its need for useful information on library services, programs and types of funding in US libraries to help improve their services and facilities. Staff from the Tijuana Library have taken classes in Library Science provided by San Jose State University through the San Diego Public Library. The libraries are cooperating on the ALA-sponsored Campaign for Libraries. The staffs of the two libraries have exchanged information and described their planning efforts for their respective new main libraries. In fall 2002 the Library Director of the San Diego Public Library met with the Director of the Tijuana Public Library, and the Director of the Mexican National Library, Jorge Von Zeigler, to discuss future collaborations among the libraries.

Students from both countries have wanted to work together on cooperative projects and this partnership has encouraged this. The book projects worked on by the students are retained as a special collection in the San Diego Main Library. This partnership strengthens relations between two countries that share a border.

San Diego Writers Consortium

Carol Roper

San Diego is rich in the number of authors who live and work in the City and in organizations that support and bring together the writing community. The San Diego Public Library itself has for 37 years organized an annual Local Authors Exhibit to display and promote the work of writers who published in the past year.

The reception for the 37th exhibit was held on the evening of February 8, 2003. At the event, 105 authors were presented with commemorative medals. The highlight of the evening was the announcement of the annual LOLA (Local Author Lifetime Achievement) award, which this year was presented to Chet Cunningham, a prolific writer of both fiction and non-fiction work. The 234 authors participating in the book exhibit reflect the diversity of San Diego's population and equally diverse scope of interest. The subjects ranged from art, biography, history, fiction, health and medicine to many titles dealing with San Diego history and lore.

Authors need readers and readers need the opportunity to increase their awareness of new writers and their work. With a new Main Library offering expanded meeting and performance space for cultural activities, the local writing community can be engaged and involved with the Library in a number of new ways:

- ❖ Together develop and produce programs featuring local authors, poets, or playwrights reading and/or talking about their work, with the opportunity to sign and sell books afterward.

- ❖ Partner with elementary schools to target children (and parents) with presentations by authors and illustrators of children's books.

- ❖ In partnership with middle and high schools, focus on teens by presenting authors who write about young adult interests.

- ❖ Film local author programs to be shown on City TV 24 cable channel, greatly expanding the potential audience.

- ❖ Display and sell signed copies of books written by local authors, who are featured in programs, in the Friends of the Library bookstore.

- ❖ Together create exhibits to highlight the work of local illustrators of children's books.

- ❖ Include the work of local authors in library collections.

- ❖ Together organize and present creative writing workshops for youth (in partnership with the schools) and adults (in partnership with City College and/or other local colleges and universities).

- ❖ Offer performance space for young playwrights and poets to present t heir original work.

- ❖ Provide meeting space for local author organizations.

The following organizations have expressed an interest in forming a partnership with the San Diego Main Library to promote the work of local authors:

- ❖ Francine Phillips, Proprietress of *www.localauthors.com*, a division of Write Now!

- ❖ Romance Writers of America

- ❖ San Diego Book Awards Association

- ❖ San Diego Writers Monthly Magazine

- ❖ Sisters in Crime, San Diego

- ❖ Society of Children's Book Writers and Illustrators

- ❖ Young Playwrights Project

Cultural Groups

The Balboa Park Connection
(See Figure 5)

The San Diego Main Library is to be constructed in what is called the Park-to-Bay Link section of the City. On the "Park" end of that link is Balboa Park, one of the finest urban parks in the country. More than 12 million people visit the Park annually. The Main Library will not only be in physical proximity to Balboa Park, but will also be connected programmatically to institutions in the Park.

Figure 5 contains a list of the museums and centers to be found in Balboa Park. There are several ways in which the Main Library will be connected to these important community resources, including:

❖ The Main Library will prepare special exhibits in the Library to coincide with and support activities or exhibits being presented by the institutions in the Park. For example, the Library would prepare an exhibit of books by and about an artist whose work is being highlighted in the San Diego Museum of Art. Similarly, the Library would prepare an exhibit of books and other materials about automobiles, to support a particular show at the San Diego Automotive Museum.

❖ The Main Library will prepare Pathfinders, bibliographies, and bookmarks that would offer to museum-goers an inventory of materials held by the San Diego Main Library about a particular topic or exhibit being displayed in one of the museums. These would be distributed to patrons of the museum.

❖ On one of its information kiosks in the Library, announcements of activities and programs in the Balboa Park museums would be regularly displayed, with hand-out materials for interested patrons.

Figure 5. Organizations in Balboa Park

BALBOA PARK MUSEUMS & ATTRACTIONS	ANNUAL ATTENDANCE	WEBSITE
American Indian Cultural Center and Museum	NOT YET OPEN	
Centro Cultural de la Raza	N/A	www.centroraza.com
House of Pacific Relations	N/A	www.hofshi.net/sdhpr
Japanese Friendship Gardens	59,556	www.niwa.org
Marie Hitchcock Puppet Theatre	N/A	www.balboapuppets.com
Marston House/San Diego Historical Society	75,095	http://sandiegohistory.org/mainpages/locate3.htm
Mingei International Museum	108,644	www.mingei.org
Museum of Photographic Arts	60,000	www.mopa.org
Reuben H. Fleet Science Center	489,013	www.rhfleet.org
San Diego Aerospace Museum	206,361	www.aerospacemuseum.org
San Diego Art Institute	N/A	www.sandiego-art.org
San Diego Automotive Museum	125,000	www.sdautomuseum.org
San Diego Hall of Champions	75,000	www.sandiegosports.org
San Diego Historical Society Museum	75,095	www.sandiegohistory.org
San Diego Junior Theater	34,500	www.juniortheatre.com
San Diego Model Railroad Museum	130,000	www.sdmodelrailroadm.com
San Diego Museum of Art	EST. 500,000	www.sdmart.org
San Diego Museum of Man	245,227	www.museumofman.org
San Diego Natural History Society and Museum	EST. 400,000	www.sdnhm.org
San Diego Zoo	3,545,812	www.sandiegozoo.org
Spanish Village Art Center	N/A	http://spanishvillageart.com
Spreckels Organ Pavilion	110,000	www.serve.com/sosorgan
Starlight Theatre at Starlight Bowl	N/A	www.starlighttheatre.org
The Globe Theaters	250,000	www.theglobetheatres.org
Timken Museum of Art	120,911	http://gort.ucsd.edu/sj/timken/
United Nations Building	N/A	www.geocities.com/unasd/home.html
Veterans Memorial Center Museum	N/A	www.sdvmc.org
WorldBeat Center	EST. 20,000	www.worldbeatcenter.org

Museum of Contemporary Art San Diego

Dr. Hugh M. Davies, Director

The Museum of Contemporary Art San Diego functions as a cultural center (a forum for the exploration of contemporary art and ideas); an art museum (preserving, presenting, and interpreting the art of our time); and a research laboratory for artists and audiences. The Library's partnership

with the Museum of Contemporary Art San Diego began in 1997 when Library Director Anna Tatár was asked to serve on one of the Museum's Advisory Board for a four-year, $850,000 grant that the Museum received from the Lila Wallace-Reader's Digest Fund. The purpose of the grant was to help support "Ojos Diversos/With Different Eyes," a multi-dimensional initiative intended to attract Latino visitors, families, and members. A variety of strategies were used to accomplish the goals of this grant including exhibitions and programs based on the permanent collections of the museum, increased bilingual communications and use of new technologies, a mentoring program of Latino internships and targeted approaches to marketing and audience development.

As part of the strategy for diversifying the museum's audience, museum staff began to work more closely with Library staff in a number of areas. As the architectural work for the Main Library moved ahead, Hugh Davies, the Director of the Museum, twice offered to showcase the architectural work as a way for the community to become more involved in the planning process for the new Main Library. Both exhibitions were very well received by the San Diego community with the attendance at record highs for both exhibitions, which were held at their downtown museum.

The curatorial staff at the museum also began to work with the staff of the Central Library's Art and Music section. One of the most exciting collaborations came about with the "Frida Kahlo, Diego Rivera, and Twentieth Century Mexican Art Exhibition." The Library was able to host a lecture by renowned art historian, writer, and critic Hayden Herrera, who is the author of two exceptionally well reviewed books on Frida Kahlo-one a biography, the other a survey of her art and life. The Art and Music staff also put together with the assistance of museum staff a very attractive brochure describing the substantial circulating collections of books on fine arts on the subject of 20th century Mexican art. Copies of these brochures were distributed at the Central Library, the branches and the Museum of Contemporary Art.

The Library is very interested in continuing these types of joint ventures with the Museum. They help both institutions tap into new audiences. The current Central Library facility unfortunately, does not have an auditorium of sufficient size to accommodate the space requirements of these types of programs. For example, the Museum's "Artists on the Cutting Edge" Program, which is an outstanding literary and performing arts series, typically is sold out at Sherwood Auditorium which seats 498. Another potential partnering program for children and their families is the museum's "Family Day, Free for All" series in which artists work with children and their family for a fun-filled afternoon. Given the limited size of the Central Library's Children's Room it would be difficult to accommodate all the families that would have an interest in such a program.

San Diego Children's Museum/Museo de los Niños: The Book Stop
Kay Wagner, Director

The Book Stop is an authentically restored English double-decker bus offering a browsing, non-circulating collection of books. This satellite of the San Diego Public Library created in 1996 provides a fun non-traditional environment in which children can read, participate in storytelling and explore children's literature. The Museum has brought numerous storytellers, authors, and illustrators to facilitate this long-term exhibition.

The Book Stop is used as a library resource and homework area for the Museum Charter School of the San Diego Unified School District that serves 75 students in grades 3-6 and is housed within the Museum.

The Library's current role in the Partnership with The Book Stop consists of the following tasks:

- ❖ Maintain the Book Collection on the "Book Stop"
- ❖ Provide new materials as needed
- ❖ Provide special collections of books to tie-in with the theme of the current exhibits
- ❖ Provide Story times and other special programs at the "Book Stop"
- ❖ Publicize the Children's Museum programs at the Main Library

The Children's Museum's current role in the Partnership includes:

- ❖ Provide free admission to the Children's Museum for each child completing the Library's Summer Reading Program
- ❖ Publicize library events by displaying flyers on the "Book Stop"

As to future plans and a possible partnership expansion: The Children's Museum is building a new facility on its current site, slated to open in 2005. The Book Stop will be an integral feature of the new facility. Plans for the final location for the Book Stop in a secure indoor or outdoor location include a new Children's Park on the Museum's ground floor level. The double-decker Book Stop has become a recognizable icon for the Museum and will continue to provide educational opportunities for English and Spanish speaking children and families. The Book Stop may also be used as a backdrop for opening ceremonies in the new facility, as well as a resource for Museum outreach. Books from the Library on the folktales and art forms of various cultures enhance the Museum's ability to meet its mission of providing dynamic "Learning through the Arts".

The Museum wants to expand its relationship with the San Diego Public Library to meet its goal of becoming a teacher-training and parenting education resource for the community. This project would utilize Museum and Library staff and resources. An example of a program partnership between the Museum and the Library is the San Diego Library project called "Twice Told Poems" that introduced bilingual students to multiple concepts in oral, reading and writing skills that are improved as a result of the analysis and translation process. Due to the positive response from teachers, the Museum will be expanding this project throughout San Diego to dovetail with the City's literacy initiative.

San Diego Film Festival

Robin Laatz, Executive Director

The Library has met with officials from the San Diego Film Festival about co-presenting films as part of the annual festival in September and hosting workshops and other programs. The film festival began in 2002 with great fanfare, attracting well-known actors, directors, and other Hollywood filmmakers. The Central Library's auditorium is being considered as one of the possible venues. However, the festival is expected to expand and grow in popularity in years to come. In order for the Library and the festival to continue the partnership, a larger facility will be necessary. This would be accomplished by the new Main Library, with its larger auditorium and its several multiple-use rooms.

San Diego Museum of Art

Leslie Powell, Manager, Interpretation

The partnership between the San Diego Public Library and the San Diego Museum of Art began in spring 2001 (although numerous earlier joint-efforts included programs, distribution of museum publications, etc). The impetus of the partnership was to educate the museum-going public about the Library's resources relating to the Museum's exhibits and, in turn, library patrons are made aware of the museum's exhibits and programs.

A number of important accomplishments have resulted from this partnership to date, including:

❖ A detailed, annotated bibliography, bookmark, and displays in the Art, Music & Recreation Section of the Central Library for the exhibit *High Societies : Psychedelic Rock Posters form Haight Ashbury* (May 26-August 12, 2001). In addition an interdisciplinary pathfinder on graphic arts and the role of the poster.

❖ A bookmark with reading suggestions for *Frederick Carl Frieseke* (September 8-November 11, 2001).

❖ A detailed, annotated bibliography and bookmark for *Jose Clemente Orozco* (March 9-May 19, 2002). Both publications included annotations in Spanish and English.

❖ In conjunction with the K-12 student art exhibit, *Young Art 2002: The Art of the Book* (May 4-June 9, 2002) the Library prepared a pathfinder on library resources for bookmaking, artists' books and book design. This resource was distributed by the Museum to schools in the region. The Art Librarian attended a book fair sponsored by the museum for local teachers and discussed related library resources. Many of the handmade books by students were displayed throughout the Central Library and at the Malcolm X Branch.

❖ A bookmark with reading suggestions for *Vital Forms: American Art and Design in the Atomic Age, 1940-1960* (October 26, 2002-January 26, 2003).

❖ A detailed, annotated bibliography and bookmark for *The Grandeur of Viceregal Mexico: Treasures from the Museo Franz Mayer* (March 8-May 18, 2003).

In the new Main Library, several enhancements might be made to this partnership with the San Diego Museum of Art:

❖ Increased Library exhibit space to display art books relating to current museum exhibits and for student art shows.

❖ Additional funds to purchase books and other media to support activities at the Museum.

❖ Additional meeting space could mean enhanced public programming for children and adults.

Educational Organizations:

Barahona Center for the Study of Books in Spanish for Children and Adolescents
Dr. Isabel Schon, Director

The mission of the Center is to promote literacy in English and Spanish by encouraging children and adolescents to read for enjoyment. There is an urgency for creating rich contexts for learning and to encourage Latino students into the world of reading. The Center has established a Reading Partners Program to encourage students to succeed in the world of reading. The target audience for the Center is at-risk Latino students from predominantly low-income elementary and secondary schools. There is a need to:

- ❖ Share with students exciting and stimulating reading materials.
- ❖ Build background and interest in subject matter.
- ❖ Introduce new genres of literature or new literary concepts.
- ❖ Contribute to students' knowledge of their literary heritage by reading the works of notable Latino authors and illustrators.
- ❖ Make students aware of the delight to be found in books and poems.

The Central Library works with the Center to help meet these needs as well as the goals of the Reading Partners Program, through the following:

- ❖ To complement classroom teachers reading curriculum by providing individualized reading sessions with high-quality books. The Reading Partners Program seeks to reinforce the idea that reading and discussing books is fundamental to meaningful public and private life.
- ❖ To help families, schools, and libraries strengthen their understanding of, and appreciation for Latino people and culture and to help non-Latinos encounter the richness of Latino culture and thought.
- ❖ To use the resources of the Barahona Center and its existing programs in schools to reach Latino and non-Latino students.

The Children's Room collaborates with this organization based at California State University, San Marcos. Library staff utilizes the Barahona facility as a training center, and attend the many workshops and conferences offered by the Center, which focuses on the best children's literature in Spanish. The Center has expressed a strong desire for future collaborations through large exhibits of children's books in Spanish from the Center, displayed at the Central Library, including sessions discussing the literature. These sessions would be led by Dr. Isabel Schon, an expert and author in the field of children's literature in Spanish.

Environmental Library
The Environmental Library is a partnership library, administered by the Science Section of the Central Library and funded by the City of San Diego's Environmental Services Department. The Environmental Library is located in the administrative offices of the Environmental Service Department's "Green Demonstration Building." The building is one of America's most resource

efficient buildings, and holds the nation's first Energy Star label for buildings awarded by the U.S. Department of Energy and the U.S. Environmental Protection Agency. In the spirit of this "Green Building," the Library Department worked with Environmental Services and designers to create the interior space that was composed of all recycled materials and products. This included all of the furnishings, art, carpeting, and displays.

Materials in the Environmental Library are included in the San Diego Public Library catalog and may be borrowed by all cardholders. The Library provides personnel. The Library's technical services staff orders, processes, and catalogs Environmental Library materials.

The Environmental Library provides technical information for the Environmental Services Department staff and the staff of other City departments in support of the City's environmental programs. It also provides general information on environmental issues and the City's environmental programs to the general public. The collection consists primarily of professional and technical materials in the area of landfill operation, municipal and solid waste collection and disposal, and environmental programs such as hazardous materials management, recycling, vermicomposting, and sustainable green building design. Extensive curriculum development and activity materials are also available. A large selection of pamphlets and brochures is available free of charge.

A strong component of this program is an outreach activity directed to the K-12 and higher education community. In past years, the Library has collaborated in Earth Camp, Earth Week, and PowerPalooza programs and has given tours of the Environmental Library and orientations of City environmental programs to school groups.

The Environmental Library, as a satellite of the San Diego Public Library, was selected as one of 32 libraries statewide to participate in the California Digital Library and the Library of California Environmental Information Project (EIP). The EIP grant was awarded in 1998 as an ongoing project of the California Digital Library and the Library of California. The EIP website provides links to many Internet sites containing environmental information and news of interest to California. The Environmental Library has served as a model for other governmental agencies that are interested in creating similar resources for their state or local region.

A new Main Library would provide an area for the Environmental Services Department to offer expanded outreach programs and to integrate these programs with the larger Library collection. It was suggested that a venue could be created in the new Main Library that would combine video, computer stations, interactive displays, and youth-oriented literature that would enable school groups on field trips to spend a day at both facilities and learn about what each has to offer. Speakers from the Environmental Services Department and its partners, such as I Love a Clean San Diego and the San Diego Regional Energy Office, could donate in-kind services such as speakers in the educational outreach program.

Parent Institute for Quality Education (PIQE)

Originated and headquartered in San Diego, the Parent Institute for Quality Education (PIQE) is a statewide, community-based organization aimed at educational reform by motivating parents, especially low-income immigrant parents, to become more involved in their children's education.

The members of the Institute work to help bring schools, parents and community together as partners in the education of every child.

The Institute's objectives are encouragement and support of low-income ethnically-diverse parents of elementary and middle school children to take a participatory role in assisting their children to: create a home learning environment; navigate the school system; collaborate with teachers, counselors and principals; encourage college attendance; support a child's emotional and social development.

Library staff met with David J. Valladolid, President and CEO; Victor M. Botello, Vice President, Development; and Gus S. Chavez, Director, Office of Education Opportunity/Ethnic Affairs, to discuss ways the Library and the Institute can work together to ensure the educational success of every child. The Central Library currently provides programs and workshops for children, but is severely lacking the space to expand the programming and outreach to groups such as PIQE. In the new Main Library the staffs of both the Library and the Institute will build on the current base of activities and expand it so that immigrant children will have the opportunity to learn not only about their own culture and heritage but also about the culture and heritage of other children.

An example of the Institute's success story is Ms. Alicia Millan, a parent who had gone through the Institute's class and shared her achievements with other parents so that they too could know that PIQE could make a difference.

Ms. Alicia Millan explained that she arrived in this country in 1988 from Mexico with four children, between the ages of 12 years and18 months. Alone, scared, unemployed, and with no idea of how to help her children, she heard about the Institute's program. Parent Classes were being offered at her son's school. She immediately enrolled in the Institute's program and began attending the classes. She proudly asserted that she went through the Institute's classes three times, when her children were in elementary, middle and high school.

"One of the most important lessons I learned" said Ms. Millan, "is to always keep knocking on doors; when one door closes, another will open. I've been knocking on doors ever since. In fact, after several years of knocking on doors, I was able to secure legal citizenship status for my family. I also learned that poverty was no excuse to remain uneducated. In one of our classes, we all brought tin cans and made them into piggy banks with our children's name on each can. We labeled the cans 'College Fund' and I put them on the mantel in our small living room. Every month on payday, I would deposit a little money in each can. My children watched me do that for many years and they knew then that they were going to college."

Ms. Millan closed by humbly saying, "If I hadn't had the fortune of attending those PIQE classes 12 years ago, I don't know where I or my family would be today. Those classes opened my eyes, encouraged me, and motivated me to never give up on my children. It was like a light bulb going on inside my head! But more than anything, being in classes with other parents made me feel that I wasn't alone. We, as parents, cared for our children and we learned that we could make the difference in their future! GRACIAS PIQE!"

San Diego City College, San Diego Community College District
Peggy Hayward, Dean, Student Development and Matriculation

The mission of City College has as its highest priority student learning and achievement in three state mandated areas. City College provides lower division general education for students seeking to earn an Associate Degree or Certificate of Achievement and to prepare for transfer to a four-year college or university. City College also provides vocational education programs that upgrade the employment skills of students plus occupational programs that meet specific industry needs and licensing requirements of the state of California.

The College is located on the edge of downtown, adjacent to San Diego High School. The College works with the San Diego Unified School District's School-to-Career program to provide students of District schools with the skills and abilities to make a successful transition from school to a career, whenever that transition might occur. Elements of the district's school to career system include:

- ❖ Rigorous academic instruction through real world application
- ❖ The integration of academic and workplace skills
- ❖ Career awareness and exploration
- ❖ Counseling/guidance including career interest assessment

- ❖ Technical/professional foundation skill development
- ❖ Career pathways and/or career themed academies
- ❖ Workplace learning activities
- ❖ Authentic assessment

The technical/professional foundation skills are developed through courses in fifteen industry sectors tied to economic and workforce trends. A variety of career/technical courses are available at all comprehensive high schools. These courses are organized into career paths and/or career-themed academies. Academy examples include Business and Finance; Information Technology; Hospitality and Tourism; and Architecture, Engineering, and Construction. Students who complete a career pathway are awarded a skill certificate that lists the specific occupation competencies they have achieved. Many of the career pathways provide students with the opportunity to earn concurrent community college credit through the district's Tech Prep articulation agreements with the San Diego Community College District.

The Tech Prep program prepares students for technical level careers by giving them an advanced step toward their associate degree. It also gives students the option of entering the California State University or the University of California systems because this community college credit is transferable. In addition, some career technical courses have been approved to meet the UC a-g entrance requirements.

Community college students have always used the San Diego Public Library's resources and attended programs at the Central Library. Lack of parking, inadequate numbers of computers, and the inaccessibility or lack of some resources they need for specific courses have been concerns among students and faculty.

City College would like to see closer cooperation in the areas of resource sharing, and working with faculty to ensure that course materials are available. The College has recently heard that the Library

is partnering with the San Diego Unified School District on shared electronic technology and curriculum alignment. They are very excited about the possibility of becoming a partner with the Library and District schools, since they provide college-level courses for high school students as well as technical preparation. Dean Hayward sees the curriculum alignment projects and the shared technology projects as something that would be beneficial to the college as well.

The San Diego Main Library will cooperate with San Diego City College in at least the following ways:

- ❖ Achieving closer alignment between the Library's collections and the specific requirements of the curricula at City Colleges.

- ❖ Pursuing joint purchases/leases of electronic resources of mutual interest to City Colleges and the San Diego Main Library.

- ❖ Establish links on home pages of one organization to the home pages of the other organization.

- ❖ Continue partnership with READ/San Diego to address problems of illiteracy.

San Diego First Five Commission

Gloria Bryngelson, Executive Director

The California Children and Families Act (Proposition 10) was passed by voters in 1998. The intent of the Act was to provide funding to promote the well-being of children ages under 6 through health, child care, and parent education programs. The goal is that all children will enter school ready to learn.

The San Diego First Five Commission oversees Proposition 10 activity in the County. The San Diego Public Library is viewed as an important community resource to achieve the goals of the Commission. The Library will continue to play a vital role in early childhood literacy by developing materials collections for children and their parents, by providing programs that stimulate reading and reading to children, and by fostering collaborative efforts with other agencies to serve the needs of the young child.

The Library Director serves on the Board of the Literacy Leadership, the team which oversees Literacy activities of the Commission.

San Diego Regional After School Consortium/ The Children's Initiative

Sandra McBrayer, Chief Executive Officer

The Children's Initiative is a nonprofit agency that works to improve the well-being of children and youth in San Diego County. The Initiative builds and sustains strategic alliances with all sectors of the community, providing direct operational/organizational support and technical assistance to community based organizations, government institutions, schools, and businesses.

The San Diego Public Library has had a commitment for the last three years to work with the Initiative as part of the San Diego After School Regional Consortium comprised of more than 200 before-and-after school programs that offer safe, educational environments for children and youth to

develop healthy relationships with their peers and adults and receive additional homework assistance. As a collaborating partner of the Consortium the San Diego Public Library signs a memorandum of understanding (MOU) with the San Diego County Office of Education. As a partner in this program, the library has agreed to address the needs of the Consortium for library resources and services, by engaging in the following activities:

- ❖ Developing a core selection of appropriate children's literature
- ❖ Ordering book collections at discount rates for participating schools
- ❖ Sharing youth services librarian expertise to promote the library as a homework center
- ❖ Providing library cards for all children in the program
- ❖ Continuing cooperation with the STAR/PAL literacy program
- ❖ Working in collaboration with other consortium members, parent, youth, and local community partners to ensure that program goals are met efficiently and effectively.

A copy of the MOU and letter acknowledging the Library's commitment to this program are attached.

San Jose State University Library School

Blanche Woolls, SLIS Program Director and Professor

On an irregular basis, the Central Library has partnered with the Library School in providing opportunities for students who are finishing their MLS degree training and need to participate in internship programs. San Diego has benefited by having trained staff perform special projects, such as the cataloging of older government publications. The Library also makes space available for the Library School classes. In return, the Library School provides tuition reimbursements for one San Diego Public Library staff member. The new Main Library will have increased space for such classes, and will be able to offer state-of-the-art technology for use in San Jose's distance education courses.

The Serra Cooperative Library System

The State of California and libraries within California have a history of successful cooperative library organizations that have provided solid and well-used services to residents for more than 30 years. As a result of the 1963 Public Library Services Act, the Serra Cooperative Library System was founded in 1967. The Serra System serves the 13 public library jurisdictions of San Diego and Imperial counties (Brawley, Calexico, Carlsbad, Chula Vista, Coronado, El Centro, Escondido, Imperial City, Imperial County, National City, Oceanside, City of San Diego, and County of San Diego, plus the San Diego County Public Law Library.) Serra also has two associate members, Donovan Correctional Center and Imperial Valley College. Serra's core services are: delivery between the member libraries, answering reference questions, interlibrary loan, staff training and workshops, committees, an annual non-English language book fair, and the annual summer reading program for children and teens.

The San Diego Public Library has maintained, at no cost to the member libraries, a Serra Reference Center office in the Central Library for more than 30 years in order to fulfill information requests

that cannot be answered by smaller libraries and branches. Recently, Serra moved their administrative offices from the County Library to the Central Library because it could not afford the leased space, due to budget cuts. Serra employs an experienced staff to use the extensive collections of the San Diego Public Library for reference and interlibrary loan.

Through Serra, the San Diego Public Library is a vital link to information to all the residents of the greater San Diego area and beyond. The Central Library has unique resources in many formats, both current and historical. Physical access is a vital element of this service. Many resources, especially historical, are not available electronically, and must be used on site. It is the rich combination of types of resources and points of view offered by the Central Library that offers unparalleled depth of information for the patron and staff. The San Diego Public Library also supports the operations of the Serra System by passing on to them the transaction based reimbursements for inter-library loans of San Diego Public Library materials when processed by Serra staff. In the Joint Powers Agreement that created the Serra System, the San Diego Public Library took on the responsibility of hosting the Serra Research Center. This commitment has been honored over the years and has made possible the high quality of service the System provides its members. Serra feels proud it can share the outstanding body of knowledge that the San Diego Public Library possesses with customers from all of Southern California and beyond. In the new Main Library, the Serra Research Center will have 1,662 square feet of space and will be able to continue and expand its services.

STAR/PAL

Chris Sichel, Executive Director

STAR/PAL is a nonprofit organization that provides meaningful leisure time opportunities for youth ages 5 through 18 in the City and County of San Diego. STAR stands for Sports, Training, Academics and Recreation and PAL stands for Police Athletic League. The mission of STAR/PAL is to inspire and aid the youth of greater San Diego to make positive life choices through active participation in educational, athletic, and recreational activities in collaboration with community partners.

The success of STAR/PAL's programs represents the collaborative efforts between STAR/PAL and its community partners. These committed partners include: City of San Diego Police, Park & Recreation, Fire-Rescue, and Library departments; County of San Diego Probation, Sheriff, Office of Education, Parks & Recreation, and Library departments; as well as federal Border Patrol and FBI. The staff of STAR/PAL includes employees from the San Diego Police, Probation, U.S. Marshals Service, and the STAR/PAL Board STAR/PAL strives to be the most effective juvenile delinquency prevention program in the region.

STAR/PAL program goals are:

- ❖ Develop positive relationships between young people and role models from the entire community.
- ❖ Provide positive and structured leisure time opportunities and encourage youth participation.
- ❖ Keep our youth in school.
- ❖ Contribute to the decrease in juvenile crime and violence.

In keeping with these goals, homework assistance has been provided to children through STAR/PAL's after-school mentor program. Normal after-school assistance days vary according to library location. Volunteers include law enforcement officers, firefighters, librarians and members of the community. These much needed volunteers donate their time to assist children with their assignments.

STAR/PAL Homework Assistance Coordinator Rusty Nelson reports that he has had difficulty offering Homework Assistance at the Central Library because there are few tables or quiet areas for children to work, no study rooms for group assistance, few computers, and no parking for volunteers. A greatly expanded children's area in the new Main Library would allow STAR/PAL to more effectively assist children with their homework.

University of California San Diego: The California History-Social Science Project

George Lipsitz, Co-Director

The California History-Social Science Project at the University of California, San Diego (UCSD) provides professional development programs to K-12 teachers of San Diego County. The Project currently offers two kinds of programs: selected summer institutes (open to all teachers through an application process), and partnership programs with whole school faculties (elementary) or history/social science departments (secondary).

Currently, the History Section of the Central Library creates resource guides, bookmarks, and pathfinders (middle school and high school). History staff instruct in researching documents, using library resources, especially the electronic resources, to 60 teachers at summer institutes held at UCSD. The Library staff also works with teachers during the school year to reinforce what was taught at the institute, and act as a resource for teachers during the school year.

Following are some examples of what could be accomplished in a new Main Library:

- ❖ Hold one or more of the days of the institute.

- ❖ Have workshops for teachers during the year. With UCSD staff, Library staff in the History Section could create a comprehensive, year-round professional development program.

- ❖ Develop thematic approach to history by creating in-house exhibits and corresponding bibliographies that help address the state standards.

- ❖ Improve teachers' content knowledge through access to staff and library's resources - this will enhance historical understanding and literacy of the United States among both teachers and their students.

- ❖ Provide space for student exhibits and displays in the Main Library.

Ethnic Organizations:

The Asian Community in San Diego

The Asian American Repertory Theatre
Natalie Gushier, Co-Vice President

The Japanese American Historical Society of San Diego
Don Estes, Historian

The San Diego Asian Film Festival
Lee Ann Kim, Executive Director

The Japanese American Citizens League
Don Estes, Contact
David H. Kawamoto, Vice President of General Operations

The Library has worked with several Asian organizations in San Diego to provide community education and cultural awareness for the public. Some of the organizations the Library has partnered with include the Asian American Repertory Theatre, the Japanese Historical Society of San Diego, the Asian Film Festival, and the Japanese American Citizen League.

Although the Central Library has presented many programs and events with these and other organizations, the Library has been limited in many ways by the small size of available exhibit space and its 185-seat auditorium.

In 2002, the Library co-produced "Locked In, Locked Out: Linking Japanese Internment with Your Rights Today." The multi-program series was presented with the Japanese Historical Society and the Japanese American Citizen League with funding from the State Library of California. The many free events included film presentations, discussions, lectures, and other activities that focused on Japanese American internment during World War II and how it reflects people's rights now.

The Asian American Repertory Group has and continues to schedule performances at the Central Library. Also, the annual Asian Film Festival utilizes the Central Library for some of its films each year.

Because San Diego has large populations of people of Vietnamese and Filipino ancestry, the Library also has had a long history of producing programs for these communities as well as purchasing a growing collection of materials in those languages.

The Library has begun communication with the Union of Pan Asian Communities (UPAC) about the possibility of collaborating on several projects. Since 1974, UPAC has worked to meet the economic, social, psychological, and physical needs of San Diego's Asian and Pacific Islander population. The organization's staff represents more than 27 different cultures, languages, and dialects. UPAC serves more than 50,000 people annually.

The Library and UPAC can work together on several different programs, especially those involving children. Currently UPAC takes part in a number of mentor and after school programs. The Library can partner with the organization to provide materials, meeting areas, and assistance for students.

Chicano Federation

Raymond Uzeta, Executive Director

The Chicano Federation of San Diego County was established in 1968 by a dedicated group of civil rights advocates, and incorporated as a nonprofit community-based organization in 1969. Their mission is to promote the self-sufficiency of San Diego County residents by building partnerships and providing education, economic development, advocacy, housing, and social service programs. The Chicano Federation sponsors a Leadership Training Institute to train Latinos in leadership and organizational skills. The institute welcomes all with an interest in learning leadership skills, with an emphasis on people of color. Library staff has had the opportunity to attend this institute in the past, and more staff will be attending in the future.

Over the years the staff of the library has worked with the Chicano Federation and has had ongoing discussions on how to better serve the Hispanic community. In particular, the Chicano Federation has indicated the need to have more materials in the Spanish language both for adults and young people. Prior to 1998, the percentage of the non-English language budget spent on Spanish language materials was less than 50%. In FY 2002, 62% of the non-English language budget was expended for the acquisition of Spanish language materials. In response to concerns of the Chicano Federation, in 1998, that the Spanish language collection was inadequate, the Library has substantially increased the number of Spanish language materials purchased.

Library Director Anna Tatár and Deputy Director Margaret Kazmer met with Raymond Uzeta, the President and CEO of the Chicano Federation. He expressed a strong desire for more Hispanic cultural programming as well as greater outreach and programming for the immigrant population. There is not enough space in the present Central Library to have regular and ongoing programs with this important community organization. In the new Main Library, the Library staff looks forward to jointly sponsoring programs for the youth, adults, and families in Spanish and English. In future collaborations, the Library will work with the Chicano Federation to provide books and training to the 400 child-care providers who have contracts with the Chicano federation to provide child care in private homes.

Mexican Consulate

Pedro Ochoa, Cultural Attaché

The Mexican Consulate has, since 1999, donated sets of 50 textbooks in Spanish for use at the Central Library and branches to assist Spanish-speaking students in schools in the United States. This program supports the goal of the Library to enhance and strengthen the cultural and educational background of the students, and make available non-English language materials in library collections. Library Director Anna Tatár and Deputy Director Margaret Kazmer met with Pedro Ochoa, the Cultural Attaché of the Consulate, to discuss areas in which the Library could work with the Consulate to strengthen the understanding of, and appreciation for, Mexico's rich and diverse culture. The Consulate has expressed a need to partner with the Library in creating programs which would feature the music, painting, dance, sculpture, films, and writing of Mexican artists and writers. Although the present Central Library lacks the space to have regular and ongoing programs, the

Library will be the venue for some events. The new Main Library looks forward to jointly sponsoring dance performances, art exhibits, concerts, author lectures, poetry readings, and films in both Spanish and English.

The Native American Community in San Diego

Barona Museum
Cheryl Hinton, Director

Warner Unified School District (which serves the Santa Ysabel and Los Coyotes reservations)
Dr. John Puglisi, Superintendent
Myrtle Cassell, Native Pride Club Advisor
Jared Aldern, Title III Coordinator

Palomar College's American Indian Studies Department
Henrietta Moore, Deptartment Coordinator, American Indian Studies Coordinator

American Indian Cultural Center and Museum (in Balboa Park)
Joyce Shumilak (Luiseno-Diegueno), Vice-Chair

There are 18 American Indian reservations in San Diego County and the Library is involved in a number of programs and projects regarding Native American culture and history. The Library regularly works with the Barona Museum of the Barona Band of Mission Indians. Past collaborations have included film presentations, lectures and classes for both adults and children.

In spring 2004, the Library will present many programs as part of the national series "Listening to the Prairie: Farming in Nature's Image," sponsored by the Smithsonian Institution. The Library's programs for both youth and adults will include classes and demonstrations in Native American dance, music, crafts, and foods. There will also be lectures and story telling. Among the Library's partners in the series will be the Warner Unified School District (which serves the Santa Ysabel and Los Coyotes reservations), Palomar College's American Indian Studies Department, and San Diego's new American Indian Cultural Center and Museum.

The Library has begun discussions with the University of San Diego regarding future participation in its annual American Indian Celebration, which includes films, lectures, art exhibits, discussions, crafts, and other events. Library staff met with the event's planning committee in February 2003 and discussed a variety of potential collaborations. The committee stated that it would like to expand events in the future to include a film festival, art displays and demonstrations, and projects involving children. The consensus was that a new Main Library would be a perfect venue for these programs. The collaboration would allow the university to expand it scope of programs and provide the Library with academic participation from its anthropology and art departments.

Family Services Organizations

San Diego Rescue Mission: Education for Life Program

The San Diego Rescue Mission exists to serve the needs of the poor, addicted, abused, and homeless, thus improving the quality of their lives. The Mission believes in the inherent worth of every

homeless man, woman, and child, and provides rehabilitation and discipleship programs that lead to permanent change and independent living.

The oldest program of its kind in San Diego, the San Diego Rescue Mission opened its doors in 1955 in an abandoned building on G Street. Since then, the San Diego Rescue Mission has grown to help thousands of men, women, and children get back on their feet. Through valuable programs like "One to One" counseling, drug recovery and relapse prevention, and continuing education, the San Diego Rescue Mission reaches out to hurting people with real solutions. The Education for Life Program provides literacy and life skills services to homeless men.

READ/San Diego has provided tutors and instruction for this program for the homeless for 15 years. In the new Main Library, homeless clients would be able to access READ/San Diego's computer learning lab and receive increased literacy instruction.

Saint Vincent de Paul Village

Saint Vincent de Paul Village is one of America's most highly respected providers of comprehensive care to break the cycle of homelessness. The Library partnership with Saint Vincent de Paul Village began in 1985 between the Children's Room at the Central Library and the Family Literacy Coordinator for St. Vincent de Paul, Jayne Gongol. This partnership is important because it specifically reaches out and serves the needs of at-risk youth.

The needs of the families in Saint Vincent de Paul are many, including providing children with educational opportunities and help with literacy. The purpose of the partnership with the Library is to improve the academic achievement and positive social development of children in this community. The Library's role in the partnership includes:

- ❖ Provide story times, crafts and library skills in the library setting to encourage the library habit.

- ❖ Plan book giveaways.

- ❖ Plan special events specifically for the children at Saint Vincent. For example, the Library staff planned a program presented by KPBS TV which included activities and book giveaways based on children's literature-based programs such as "Between the Lions," children's TV series.

- ❖ Encourage participation in the reading program.

- ❖ Conduct on-site visits to Saint Vincent by library staff to provide parents with information on library resources and upcoming programs and to give story times to the children.

- ❖ Supplement the activities of Saint Vincent de Paul literacy program where children attend tutoring classes and special programs related to literacy and books. This includes providing book donations to the program and booking students in to the Gates Lab at the Central Library.

Saint Vincent de Paul's role in the partnership has included:

- ❖ Taking responsibility for transporting students to the library for programs.

- ❖ Publicizing library events to children and parents at the Center.
- ❖ Keeping statistics of children and parents participating in joint programs with the Center and the Library.

This partnership will be expanded in the new Main Library in the following areas:

Parent Lecture Series: Parenting workshops could be accomplished in a larger facility, which has an adequate community room and program room for children, as it could then also accommodate a simultaneous program for the children in the family, during the workshop. Single session lecture topics would include toilet training, anger control, discipline, bed wetting, self esteem, and sibling rivalry. Parents would also be introduced to Parenting books found in the Library. A trained psychologist or social worker for a local agency would be hired to conduct the seminar. Adults at Saint Vincent de Paul participate in a "Bridges Program" where they receive points for attending classes at the center. This program would be expanded to include attendance at library sponsored programs.

Parenting Collection: There is no space in the Children's Room to house the parenting collection, which is currently in the Science section. In the new Main Library, the parenting materials would be housed in the Parenting Center of the Children's area, providing easier access to parents needing basic parenting skills and techniques and help using the materials.

Internet Training: Currently the Children's Room has only four computers. The Gates Lab is available to children and adults and is in great demand. In the new Main Library with a computer lab for children, more formal training sessions could be offered.

Volunteer Opportunities: The youth at Saint Vincent de Paul would have the opportunity to participate in the Youth Development Program at the Main Library, and referrals would be made by Saint Vincent de Paul on participating students

Expansion of partnerships with community preschools and Head Starts: Agencies currently partnering with the Central Library include:

- ❖ Brooklyn Children's Center
- ❖ City College Child Development Center
- ❖ Colonel Salomon Child Development Center
- ❖ Copley YMCA
- ❖ Downtown YMCA Youth Literacy Program
- ❖ Saint Vincent de Paul Village
- ❖ Salvation Army Rescue Mission
- ❖ San Diego Children's Museum and the Museum School
- ❖ San Diego Rescue Mission
- ❖ School of Success Head Start
- ❖ Sherman Elementary Head Start
- ❖ Sherman Heights Head Start
- ❖ State Preschool Brooklyn
- ❖ State Preschool Sherman
- ❖ YWCA Cortez Hill Family Shelter

These agencies depend heavily on the Library to provide materials and resources to assist in the literacy and school readiness of young children. This outreach program incorporates providing

outreach services to these agencies, with visits to the library, where children can experience the library setting and specific programs prepared by the librarians. It is necessary to have the commitment of the teachers, so that they will schedule regular visits to the library. This program also incorporates training materials and workshops for teachers and childcare providers which focuses on the use of children's books and story time techniques, utilizing 25 multicultural story time kits. Delivery of library materials through the Library's Books-to-Classroom program supplements the teacher's curriculum.

In the new Main Library services to groups and individuals served by the Saint Vincent de Paul Villages could be substantially expanded in a number of ways, including:

❖ **Nursery School Fair.** This annual resource fair, organized by the Library's Children's Room staff, brings together teachers and staff from area nursery schools, day care centers, and the school districts own preschool program, to provide information to parents about local early childhood programs. The fair is currently held in a small room at the Central Library. In the new Main Library this event could be more successful by utilizing a larger community room to accommodate more agencies with booths and tables.

❖ **Expansion of the Books to Classroom Program.** With significant more meeting room space in the new Main Library, the multicultural kits and Books to Classroom kits in plastic totes could be expanded, as there would be adequate room to house the kits at the Library when not in use. Currently there is only space for 25 kits. Space is a decided factor in trying to expand this program.

Currently, transporting the students to the Library is an issue, as the Center is losing transport vans due to budget cuts. This partnership will be considerably strengthened by the proximity of the Main Library, as residents will be able to walk there.

Government/Political Representatives

United States Patent and Trademark Office

Amanda Putnam, Manager, Patent and Trademark Depository Library Program

The Patent and Trademark Depository Library program is a network of more than 80 public and academic libraries throughout the Untied States. The U. S. Patent and Trademark Office (USPTO) provides equipment, reference resources and training to Library staff so that they can accurately and productively offer assistance to the small business and inventor communities.

San Diego Public Library has been a Patent and Trademark Depository Library since 1984. Since then, patent searching has migrated as technology has matured. At this point, most patent and trademark searchers prefer to do their searches on the Internet, rather than on CD- and DVD-based technology as in the past. The library staff provides instruction and assistance in this medium, but since fewer people actually come to the library to do their searches, much of our patent and trademark assistance is provided by telephone and occasionally by e-mail.

In thinking about what a new library facility can provide that would enhance services to patent and trademark searchers, Library and USPTO staff have suggested that a new facility could provide videoconferencing facilities so that patent and trademark applicants and their attorneys/agents can

confer directly with USPTO staff as their applications move through the examination and approval process. Such facilities are now offered only at the three USPTO Partnership libraries, but would seem to have more widespread usefulness.

The San Diego Public Library has hosted USPTO "roadshows" in which USPTO staff offer workshops to the inventor community and the legal community. The last one held here in 2000 attracted more than 300 attendees. More technologically advanced facilities in the Main Library will enable the USPTO to offer more presentations of this type, either in person or remotely.

Health Organizations

Grossmont Healthcare District

Naomi Broering, Library Director

The Herrick Library's mission is to help users access health information. The Library's collections are being developed to emphasize consumer health materials for the lay public. Since collections of the library are relatively small, the users of this library are often referred to the more comprehensive collections of the Central Library. The staff of the San Diego Public Library staff have collaborated on a grant which helped to expanded the information available at the Central Library on breast cancer. In spring 2003, the Central Library staff will participate in the Grossmont Healthcare Districts health fair so that the public will have information about the medical resources at the Central library. Other collaborations are planned for the new main library.

Health Insurance Counseling and Advocacy Program (HICAP)

Joy Parker, Program Director

HICAP offers free Medicare and health insurance counseling to any Medicare beneficiary without regard to income. Counseling sites are located throughout San Diego County, often at senior centers or social security offices. HICAP community educators speak at seminars on a variety of topics including long-term care insurance and how Medi-Cal works with Medicare. HICAP often assists clients with billing problems and denial of service issues. The organization also has an attorney on their staff to advocate for clients in more complicated situations.

At the present time, HICAP works with the San Diego Public Library to distribute brochures pertaining to the services available at HICAP. The partnership between HICAP and the San Diego Public Library has been limited only because the Library does not have adequate space to host other collaborative activities. In the new Main Library, the following kinds of activities would be undertaken in partnership:

- ❖ Creating a "HICAP/Health Insurance Corner" for Medicare beneficiaries, where free Medicare and other types of health care insurance information would be available to Library patrons.

- ❖ Offering instruction to small groups of Medicare beneficiaries or caregivers to assist them in accessing Medicare and health care information on the Internet. HICAP counselors or staff would conduct the classes.

- ❖ Scheduling a series of HICAP community education presentations.

❖ Offering counseling services once or twice a month. A state-registered HICAP counselor would provide free, one-on-one counseling at possibly three or four one-hour appointments at a private location in the Library.

Kaiser Permanente

Diane Strum, Director of Community and Government Relations
Mary Tessaro, Center for Health Education

Kaiser Permanente is a nonprofit, integrated health care provider. Kaiser has partnered with the Library since 1993 to provide educational and informational materials and programs for library patrons. Kaiser provided a collection of 23 educational videos, which contain information provided by physicians, health educators, and other medical experts on a wide range of health concerns-from back care and asthma management to prenatal screening and carpal tunnel syndrome. Many videos in the collection are available in both English and Spanish and they range from seven minutes to over an hour. Dr. Kenneth Starr noted that "Our librarians are very concerned about the quality of health information provided to their visitors. The videos donated by Kaiser Permanente not only offer an easy way to learn, but also provide responsible and current health information."

Kaiser's programs place special emphasis on providing care to vulnerable populations within our society, including children, seniors, the disabled, and the educationally and economically disadvantaged. It has provided programs on various health-related issues, such as smoking and vision care. Further expansion of programs is planned in the new Main Library. Focusing on healthy families and partnering with the Library to promote an "America's Fittest City" program is a major goal. This program would join Kaiser, libraries and recreation centers to provide activities for families that include exercise, lectures and additional library resources that promote fitness, nutrition, pre-and post-natal care. Lack of meeting room space and lack of parking were cited as constraints to providing additional programming at the current Central Library site.

Susan G. Komen Foundation

Katie Parker, Community Outreach Director

The San Diego Public Library has collaborated with the Susan G. Komen Breast Cancer Foundation – San Diego Affiliate to select and distribute books and videos on the subject of breast cancer throughout San Diego County. The San Diego Affiliate of the Komen Foundation is a non-profit fund-raising organization that provides grants to organizations and medical clinics that serve individuals in San Diego County, addressing all ages, economic and cultural backgrounds, while placing special emphasis on the medically under served. The Library's Collection Development and Science Sections worked closely with the Komen Foundation's San Diego Affiliate to put together a list of materials that the foundation purchased and donated to libraries countywide. The San Diego Public Library received more than 560 copies of 22 individual titles. A presentation ceremony hosted by the Dr. William C. Herrick Community Health Care Library, Grossmont Healthcare District, was held on October 9, 2002, with librarians from throughout San Diego County in attendance to receive their donations. As part of the project, the Herrick Library and the Grossmont Health Care District also donated more than 70 books and 40 videos on surviving breast cancer and self diagnosis, in English and Spanish to the San Diego Public Library.

San Diego County Immunization Initiatives (I-3)

Rodger G. Lum, Ph.D

San Diego County Immunization Initiatives (I-3) is a coalition with the County of San Diego Health and Human Services Agency serving as the lead agency. The mission of I-3 is to reduce vaccine-preventable diseases by raising immunization coverage rates of all San Diego County residents. Coalition members work together to develop strategies to raise immunization coverage for all residents of San Diego County, by attending I-3 Advisory Council meetings, taking part in subcommittee work groups and implementing successful activities through their organizations. Partner activities include promoting or performing immunization record assessments; educating clients, staff, or customers; and distributing educational materials.

A coalition partner since 1998, the Library has only been able to distribute information. Kathy Booth, I-3 Coordinator reports that she would like to see the Library a more active coalition partner. However, she understands that lack of space for displays and programs prevents the library from reaching more people. In the new Main Library there will be more exhibit space and area for programming.

San Diego County Office of Public Health

The Office of Public Health promotes and protects the health and well being of children, youth and families in San Diego County. The Public Health Education section provides primary prevention services to motivate and empower individuals and groups to adopt and maintain behaviors that improve health for themselves, their families and the community. Part of their mission is to produce printed educational materials, news releases, and public service campaigns; and publishing the "Physician's Bulletin," the "Tobacco Clean Scene," and "Nature" newsletters. The Library works with the Office of Public Health to select and acquire anti-smoking materials for all libraries in the system. The books and video resources received have been valued at approximately $25,000. While the library has provided bibliographies and pathfinders in the area of tobacco and smoking, the Office of Public Health would like the Library to provide more in the way of collections, programs, displays, and exhibits. This is not possible in the current facility due to space constraints and lack of exhibit space. In the new Main Library the agencies will work together to provide increased resources and programs.

Media Representatives

City TV 24

Marc Jaffe, Program Manager

City TV 24, the City's government access TV channel, is a service of the City's Department of Information Technology and Communications. The channel provides televised proceedings of the San Diego City Council as well as other governmental programming.

The Library works with City TV 24 to videotape various cultural performances that are shown on the cable channel. The performing and visual arts programs at the Central Library are extremely popular showcases of talent. The variety of events provides cultural and educational enrichment for the community that reaches out to all age groups and backgrounds.

Currently, the Central Library is limited in the number of events it can present because it only has one small venue, a 185-seat auditorium. With the large number and variety of programs available in San Diego, the auditorium is often booked months in advance, especially on weekends.

Plans for the new Main Library call for three major venues that will have performing and visual arts programs. Seating in the new Main Library's auditorium will be nearly double. Also, the new facility will have a 400-seat space for special presentations and an outdoor plaza area that can be used for additional events.

City TV 24 can be seen in 70% of households in the City. With additional venues and an increase in the number of programs, the Library and the City TV 24 plan to present more performances and events at the new Main Library.

Current events at the Library that are being shown on the TV channel include classical music performances, plays, book discussions, author lectures, and dance performances. With the new Main Library, many more events such as these will be shown on the TV channel to be enjoyed by citizens throughout San Diego, even if they were not able to attend the program live.

City TV 24 has received numerous awards, including most recently a First Place award for Overall Excellence in Government Programming at the 17th annual Government Programming Awards sponsored by the National Association of Telecommunications Officers and Advisors (NATOA). City TV 24 also received a First Place award from NATOA in the programming category of Library for its "San Diego Profile" series with local author Susan Vreeland. Ms. Vreeland used the resources of the San Diego Public Library (more than 70 books) to research information for her bestselling novel, *Girl in Hyacinth Blue*. The world premiere of the film version of this book was held in Philadelphia and will be shown on PBS this spring.

KPBS
Monica Medina, Director of Community Relations and Outreach
Jennifer Drossell, Ready to Learn Program Coordinator

KPBS is the local affiliate of the Public Broadcasting System. The Library works with KPBS on several projects, one of which is "P.O.V." "P.O.V." (a cinema term for "point of view") is the Public Broadcasting System's annual award-winning showcase for independent, non-fiction films. Passionate, powerful, and poignant, "P.O.V." films - regardless of their subjects - are ultimately personal and unvarnished reportage on our lives. As part of a partnership with KPBS and the Library, "P.O.V." films are previewed at the Central Library and include discussions with educators and other facilitators.

The Central Library extends the impact of "P.O.V." programming by working with national and community-based organizations and scholars to facilitate a dialogue and foster engagement around the specific issues presented in the films. The "P.O.V." programming triggers ongoing local partnerships, builds new audiences, and expands the role of the Library.

"P.O.V." has a Talking Back feature on its website. On the night of the television broadcast, the Library works with San Diego Media Arts Center, that trains teen producers who are part of the migrant education school program to tape segments of the Library's audience for national broadcast.

The Library attracts a large number of educators to "P.O.V." documentaries. They are a valuable resource for teachers and students. Teachers use the resource guides that *Booklist* (the review journal of the American Library Association) has created for use in their classroom. The Library distributes information created by "P.O.V." on classroom activities. These include learning objectives, an outline of the relevant national standards met by the plans, a list of necessary tools and materials, a notation regarding the total time needed to complete the individual lessons, a teaching strategy, assessment recommendations, and extension ideas.

Following are several examples of activities the Library could undertake in conjunction with "P.O.V.":

❖ With more available meeting room space the Library could show more screenings. With its current facilities, the Central Library can only show a limited amount of what is offered to us.

❖ The Library would be able to create in-house exhibits that complement our programs.

❖ With a program staff devoted to programming, more pathfinders, bookmarks and bibliographies could be created by staff.

❖ A programming staff could make contact with high school teachers and present two showings – one for adults and one for classes.

❖ A programming staff would have more time to work with key community organization to present the program and showcase community resources.

Organizations Serving the Disabled

Center for the Blind
Kim Gibbons, Director

The Center for the Blind and the I CAN! Center have had a mutually beneficial relationship for many years. Among other services, the Center for the Blind offers a series of classes for those losing their vision and the newly blind. The classes allow students to become more aware of as many available resources as they can, hoping to encourage them to participate in their community as they did before they had vision problems. The I CAN! Center regularly provides speakers in the classes to let students know all the resources and services the library has at their disposal. The students are encouraged to come into the library and take advantage of the equipment and services that enable our patrons to continue to receive information as they did before their vision loss. The library has the advantage of having the Center for the Blind available to provide expertise on blindness, vision loss, and general disability facts and issues. Additionally, the I CAN! Center and the library in general are offered the opportunity to network within the disabled community through their close association with the Center for the Blind.

The size of the present I CAN! Center precludes tours of the facility for more than a few people at a time. With a larger facility, groups from classes at the Center for the Blind could visit the I CAN! Center for an orientation, a much more effective introduction to the library and its resources. With the addition of more workstations, the Library could actually get a group on the computers to show them how to use the equipment and what they themselves could do, emphasizing the mission of the I CAN! Center to allow persons with disabilities to help themselves as much as possible.

Senior Centers/Service Organizations:

Loving Care Adult Day Health Center

The Literature Section of the Central Library provides courtesy extended loans of Russian language books to Loving Care Adult Day Health Center whose patients are primarily elderly Russian immigrants (well over 90% of the center's clientele). The section has been providing this service since June 2000 with approximately 250 items lent to Loving Care thus far.

The center's administrator would like to see much larger Russian language audio cassette, CD, and videocassette collections at the new Main Library.

What could be accomplished in a new Main Library? Based on very heavy demand from branches for extended loans for Russian language books over the past two and one-half years, and also taking into consideration feedback from the administrator at Loving Care, it would seem to follow that more Russian-oriented programs, films, art exhibits, and such could be accomplished at the new Main Library.

Senior Centers of San Diego

Since 2001, the Library has established a strong partnership with a number of Senior Centers throughout San Diego, including the College Avenue Senior Center, the Senior Community Centers of San Diego, and the San Diego Chinese Center Senior Club. The services provided to these centers are in response to a specific need expressed by seniors in the community: to learn how to use the Internet, and the electronic databases available through the library. The Library has provided a number of workshops for participants in these senior centers on utilization of computer technology, the Internet, and electronic databases. From the Library's perspective, a better informed senior population results in more use of Library collections and services by that segment of the community. In addition to working with these senior centers, the Library has also worked with the Health Insurance Counseling and Advocacy program (a program funded by the County of San Diego Aging and Independence Services) to provide for seniors' information and counseling on Medicare and HMOs.

Technology Alliances

The City of San Diego Science and Technology Commission
Dr. Martha Dennis, Chair

Since the early 1990s, San Diego has transformed itself into a world leader for revolutionary advances in biotechnology, digital wireless communication, high definition digital technology, medical imaging, and materials science technology, among others. Because technology and its uses evolve very rapidly, it is important that the City establish a Science and Technology Commission which can advise the City on matters which impact both the technology industry and our research and scientific institutions in order to help ensure that our region will continue to attract and incubate growth and investment. The Commission's purpose is to advise the Mayor and Council on policy and issues shaping this dynamic and exciting frontier, and advise on continued investment in our

region. Library staff worked closely with commission members to inform them how libraries can help bridge the digital divide.

Digital Inclusion Working Group – A Subcommittee of the City of San Diego Science and Technology Commission

Dr. Martha Dennis, Chair

The concern about the digital divide in San Diego is being addressed by a subcommittee of the Science and Technology Commission, the Digital Inclusion Working Group which consists of members of a group of organizations who meet regularly to network and discuss ways of bridging this divide. The purpose of convening this group was to incubate dialogue, leverage and mutual benefit among the organizations with the goal of achieving digital inclusion more rapidly and with a smarter use of existing resources. The Library plays an important role as we work together to narrow the digital divide. We are currently working on preparing an electronic map of all the computers available for public use in the area, which will include computers in libraries, Community Technology Centers, schools, colleges, and other agencies.

At a recent meeting, representatives of the San Diego Unified School District and the San Diego County Board of Education reported on the status of technology in schools in the area. Following a description of the immense technology access and training needs in the schools, a discussion ensued on various resources available in the community that could be leveraged to fill some of these needs. There was a good deal of interest in building collaboration between the schools and community groups with computer labs that are under-utilized during the daytime. Collaboration would be especially relevant in this time of economic cutbacks and requirements that San Diego be "smarter" with existing materials. The Group will continue to facilitate a potential collaboration.

The San Diego Futures Foundation

Kris Buitenhek, Chair

The San Diego Futures Foundation was established in 1999 to help bring technology and technical services to San Diegans. To date, the Futures Foundation has donated more than 2,800 computers and provided more than 3,000 hours of technical services to San Diego's nonprofit organizations, community based organizations, and schools. The Futures Foundation is governed by an 11-member board of directors. The board consists of individuals representing the founding Pennant Alliance companies, as well as each of the five San Diego county districts.

The San Diego Futures Foundation has recently developed SDcommunities, an exciting new web portal that empowers San Diegans to actively participate in their communities through dialog in interactive forums, through the sharing of community and civic information, or through direct posting of local news and events. SDcommunities informs citizens of government, educational, nonprofit, and private sector resources located close to home and throughout the county, state, and nation. The Library will be contributing to this exciting web portal by providing listings of events at all San Diego Public Libraries and can provide a link to SDcommunities on the Library's webpage.

San Diego Regional Technology Alliance

Tyler Orion, President and CEO

The San Diego Regional Technology Alliance is a private nonprofit corporation that promotes sustainable technology growth in the region by providing direct business assistance and networking opportunities to entrepreneurs and high tech and biotech companies, programs to bridge the digital divide, and research and education to help shape public policy and forge effective collaborations. The Library is working with the Alliance to help underserved communities to achieve computer literacy and bridge the digital divide; and community leaders with industry research, to help shape public policy and forge effective collaborations.

The San Diego Community Technology Coalition

Anne Neville Davis, Chair

The San Diego Community Technology Coalition uses the power of technology to strengthen individuals, communities, and organizations. The Community Technology Centers play a vital role in extending access to technology to all our neighborhoods. Working with the Coalition, the Library hopes to foster and promote better understanding of community technology and the digital divide so that San Diego becomes a region where lives and communities are transformed through technology.

Youth Services Organizations

Social Advocates for Youth

Sylvia Selverston, Associate Executive Director
Sandy Johnson Director of Extended Day Programs

SAY San Diego (Social Advocates for Youth) is a dynamic, locally based nonprofit agency celebrating 31 years of dedicated support to the positive development of young people, their families and communities. SAY's primary services include:

- ❖ Before and After School Programs and Licensed Child Care for school age children
- ❖ Youth Leadership Development
- ❖ Gang, Substance Abuse and Teen Pregnancy Prevention
- ❖ Individual, Family and Group Counseling

- ❖ School Based Social Service Programs
- ❖ Youth Employment Programs
- ❖ Perinatal Support
- ❖ Community Service
- ❖ Community Education and Development

SAY San Diego and the Library created "satellite homework centers" at 13 SAY sites in local elementary schools throughout San Diego. Coordinated by Central Library's Children's Room, these centers include a small collection of homework resource materials which the library maintains. The Library also provides "Storytelling Kits" that can be borrowed to provide temporary classroom collections for providers. Providers contacted would like the Library to be able to provide more programs, quiet spaces for small groups, more space for special collections (such as parenting

resources), and a space to exhibit children's artwork. They also cite the lack of parking as a major impediment to bringing their children to the Central Library.

A Summary of Service Needs of Community Organizations

Data gathered from community organizations suggest a number of needs felt by these organizations the Main Library might reasonably attempt to address. In no particular order of importance, these needs include those listed in Figure 6:

Figure 6: Community Organizations Needs for Main Library Services
COMMUNITY ORGANIZATIONS…
…need a place to refer their clients that will be a reliable primary source of information for their clients. Community organizations want (and expect) their Main Library to have an extensive collection of information resources, in all formats, that their clients need for whatever purposes they may have.
…want a credible and accessible source for continuing professional education for their staff. Most, if not all, the community organizations contacted in the Library's study recognize the importance of lifelong learning for their staff, and see the Main Library as potentially a good source for some of that learning.
…want to expand public awareness of their programs and services. The Main Library as a central resource for information about all manner of community organizations is something desired by many of these organization.
…an inviting and welcoming location to serve as a venue for educational and cultural programming for the benefit of their constituents. The Main Library is seen by a number of organizations as an important public channel to people who might enjoy and benefit from the cultural programming these community organizations can provide.
… (Some) want a place for clients to exhibit works of art and other personal expressions.
…would like their clients to learn how to find the information they need, including using technologies. In Library parlance, community organizations appear to want the Main Library to play a key role in developing information literacy.

These are the kinds of general needs for library services expressed by representatives of community organizations. Each organization, of course, may have other more specific needs (e.g., literacy organizations wishing the Library to offer expanded literacy services) that the Main Library will need to address.

The needs outlined above appear to reflect a desire by community organizations for the Main Library to play many of the traditional roles of a public library (e.g., maintain high quality collections), but also reflect the perceived importance of the public library being a community meeting place, and a gateway to technology resources that individuals may not be able to afford on their own.

DEMOGRAPHY

The demographics of San Diego present a compelling argument for the construction of a new Main Library. Following is a demographic analysis of the community to be served by the new facility, organized by the categories of information requested in the requests for proposals.

Sources of Demographic Data

To prepare the demographic analysis of the San Diego area, a wide range of data sources and reference materials were utilized including:

- ❖ San Diego Association of Governments (SANDAG)
- ❖ United States Census Bureau
- ❖ United States Bureau of Labor Statistics
- ❖ United States Bureau of Economic Analysis
- ❖ National Center for Educational Statistics
- ❖ National Institute for Literacy
- ❖ State of California Department of Finance

- ❖ State of California Department of Education
- ❖ State of California Employment Development Department
- ❖ Portland State University
- ❖ Comprehensive Adult Student Assessment System (CASAS)
- ❖ READ/San Diego, San Diego Public Library Adult Literacy Program
- ❖ City of San Diego
- ❖ San Diego Regional Technology Alliance
- ❖ San Diego Unified School District

Population Characteristics

The population characteristics of San Diego are described below, and include information on the following population variables:

- ❖ Growth in population
- ❖ The New Immigrants
- ❖ Residential density

- ❖ Employment growth and density
- ❖ Occupied Housing Units and Household Size
- ❖ Population by Ethnicity

Growth in Population

The Main Library Service Area encompasses the entire City of San Diego. Chartered in 1850, San Diego is the seventh largest city in the nation and second largest in California. The median age of San Diego's young, dynamic population is 32, with 54% less than age 35 and only 10% over 65. Nearly one-third of San Diego's workforce over the age of 25 has at least a bachelor's degree. More than 96% of San Diegans are employed, and the median family income approaches $40,000. The top industries in San Diego are manufacturing, defense, tourism, and agriculture. Telecommunications, software, and biotechnology are among San Diego's fastest growing industries, and San Diego has become the nation's center for wireless industries with the city being dubbed "Telecom Valley."

San Diego encompasses approximately 341 square miles and occupies the principal portion of the western side of San Diego County. The city is bordered by numerous smaller jurisdictions and by the Pacific Ocean to the west, and the international border with Mexico to the south. Two ports of entry

are located in San Diego at Tijuana and Otay Mesa. San Diego is comprised of eight City Council Districts and 42 community planning areas.

Census 2000 data recorded the population of the City of San Diego at 1,223,400, up by more than 317,000 people since the 1980 census, or an increase of 35% (See Figures 7 and 8, below). This compared to 43% California population growth and 24% national growth. By the year 2020 SANDAG projects that the service area population will reach more than 1,693,000 people, a growth of more than 470,000 people, or 38%. This compares with the state of California's projected growth rate of 34%, and nation's 15% growth rate.

Of the city's 341 square mile area, approximately 82% is developed, including residential, employment, public services, and infrastructure. Approximately 10% is constrained and not available for development due to physical, public policy, or environmental reasons. Approximately 8% of the city's land area is available for new development.

As a result of these conditions, San Diego will become denser because population growth will outstrip the availability of new development areas, as set forth below. As population grows it will intensify land uses in existing neighborhoods leading to higher demand for services in existing communities. As a result of this phenomenon, we expect that of all the city's library facilities, the Main Library will see the most significant growth in demand for services by residents, both existing and new, including those who live in the Central City and across the city as a whole since there will be fewer branch renovations and few newly constructed facilities due to a lack of new development areas.

Figure 7: 1980, 2000, and 2020 Population Growth by Geography				
	CITY OF SAN DIEGO	**SAN DIEGO COUNTY**	**CALIFORNIA**	**UNITED STATES**
1980	906,221	1,861,846	23,667,902	226,545,805
2000	1,223,400	2,813,833	33,871,648	281,421,906
2020	1,693,533	3,853,297	45,448,727	324,927,000

Source: SANDAG and Census 2000

	City of San Diego	California	US
1980-2000 Percent Change	35%	43%	24%
2000-2020 Percent Change	38%	34%	15%
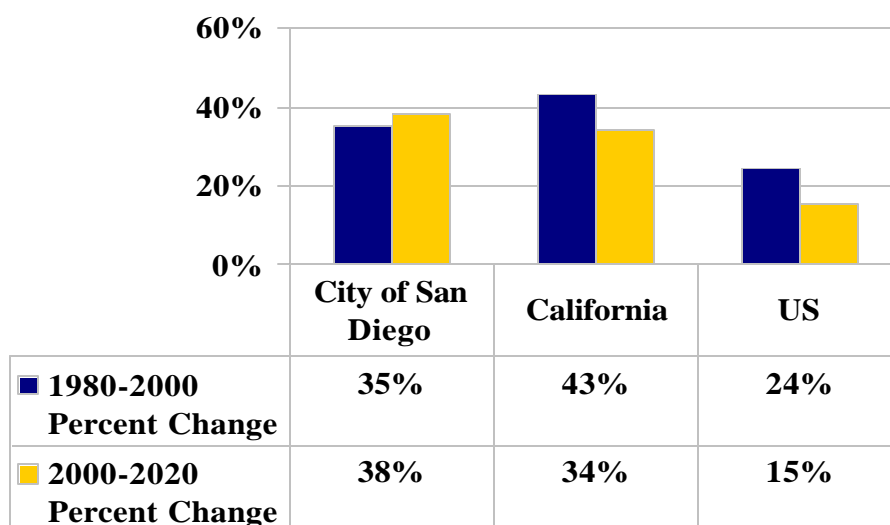
Source: SANDAG and Census 2000

The New Immigrants

The absolute growth in the population of San Diego must be further analyzed in terms of what are being called "the new immigrants." A brief summary of a study conducted by RAND on this topic follows. The text of this study may be found at *www.rand.org/publications/RB/RB8015/*.

The RAND study was described in its introduction as follows:

> *The current national debate on immigration policy is especially intense in California, home to one-third of the country's immigrants. Much of this debate consists of advocates stating their views without the benefit of a nonpartisan assessment of the issue and the challenges it poses for the state. A recent RAND study provides such an assessment by examining how immigration has interacted with other demographic and economic trends in California since the 1960s. The three-year study, the first to take a 30-year perspective, profiles the changing character of recent immigrants and considers their contribution to the economy, their effects on other workers and the public sector, and their educational and economic success. Its findings can provide lessons for other states, the nation, and even other countries.*

Not surprisingly, the RAND study has significant implications for any description of the demographics of San Diego.

The new immigration into California is described in the RAND study as follows:

❖ Immigration into California, both legal and illegal, has increased at unprecedented rates over the past 30 years. During the 1970s, more immigrants--1.8 million--entered the state than in all prior decades combined. That number doubled again to 3.5 million in the 1980s, and the 1990s rate has remained high despite a severe recession in the decade's early years. As a

result, immigrants now constitute more than one-fourth of California's residents and workers and are responsible for more than half of the growth in the state's population and labor force.

❖ The composition of the immigrant flow has also changed dramatically. As Figure 7 shows, about half of California's recent immigrants come from Mexico and Central America, and another third come from Asia. These groups are less educated, are younger, and have more children than immigrants elsewhere. They also are more likely to be refugees and undocumented. For all these reasons, immigration is affecting California more substantially than any other state in the nation.

❖ Immigrants arrive with all levels of education, but on average their educational levels have declined relative to those of the native population. This decline is particularly significant, because the rate at which immigrants and their children succeed economically and socially depends directly on how educated they are. Highly educated immigrants reach economic parity with native residents within their lifetimes. Those with extremely low levels of education--mainly from Mexico and Central America and refugees from Indochina--command low earnings and make little economic progress in their lifetimes (Figure 8). Their limited prospects raise important concerns about whether and when their children will be able to reach parity with other groups.

Figure 9: The Origins of California's Immigrants Have Changed
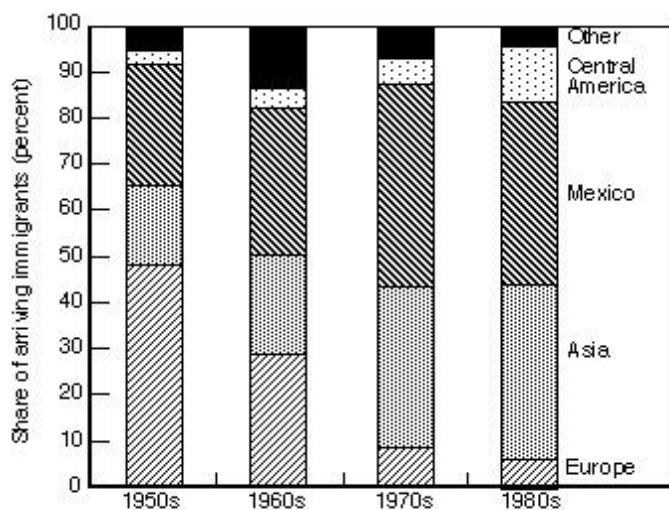
Source: RAND

Figure 10: Immigrants from Mexico Make Little Economic Progress in Their Lifetimes Compared to Immigrants from Japan, Korea, and China
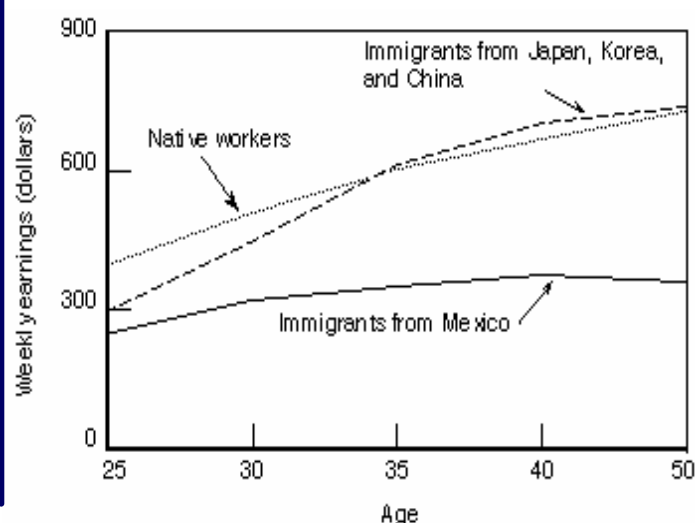
Source: RAND

The key findings from the RAND study, as viewed by its authors, are:

The authors find that despite changes in the characteristics of immigrants, California's employers continue to benefit from their presence. However, the size of current immigration flows--and the disproportionate share of poorly educated immigrants they contain--combined with changes in the state's economy has increased the costs of immigration to the state's public sector and to some native workers. Immigration's effects in the future will depend largely on whether the federal government alters its immigration policies to address the current changes and the state initiates proactive policies for integrating immigrants into its social and economic fabric.

Through development of the new Main Library, including its collections, programs, facilities, and services, the San Diego community will renew its commitment toward a proactive policy for integrating all of our residents, including new immigrants, into the social and economic fabric of our community. Because San Diego's existing workforce is highly educated (nearly one-third of the workforce over the age of 25 has at least a bachelor's degree, and the median family income approaches $40,000), providing core library services through the new Main Library that support social mobility for all of our citizens is essential.

Because of the critical importance of the growth in new immigrants in San Diego, the San Diego Public Library has prepared a special section on needs for library services for the new immigrants as part of this application. That section can be found in the "A Summary of Needs in the San Diego Community" later in this document.

Residential Density

As described in the opening statement about growth in population, San Diego will primarily accommodate its significant population growth by increasing the density of its residential uses,

households, and employment locales. All of these demographic factors indicate that San Diego residents will benefit from the proposed Main Library because the facility itself is geographically proximate to the affected neighborhoods and employment centers, and because the most affected population subgroups, such as immigrants and young urban families, will benefit from its programs, services, and resources.

SANDAG projects that residential density in the City of San Diego will increase by 5% from 9.6 to 10.0 between 1995 and 2020. (Note: residential density is defined by SANDAG as the total housing units per developed residential acre.) Figure 11 depicts data on changes in residential density.

Figure 11: 2000-2020 Change in Residential Density
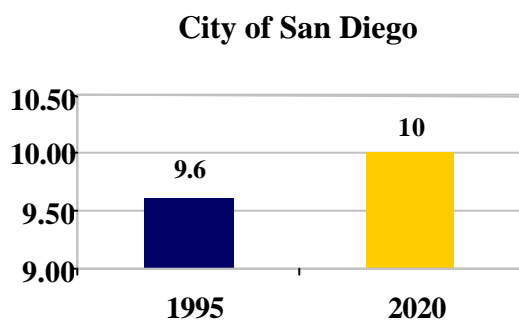
City of San Diego

Source: SANDAG

Employment Growth and Density

SANDAG projects that by the year 2020 employment growth in the City of San Diego will increase by 38% from 606,561 to 836,913. Employment density is projected to grow by 14% from 21.6 in 1995 to 24.6 in 2020. (Note: employment density is defined by SANDAG as civilian employment per developed employment acre (industrial, retail, office, and schools). Figure 12 summarizes the employment growth and density.

Figure 12: 2000-2020 Change in Employment Density
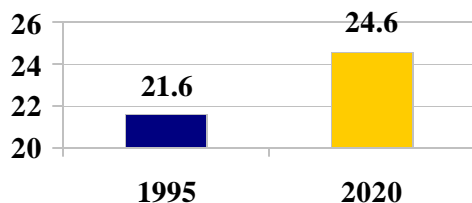
Source: SANDAG

Occupied Housing Units and Household Size

In 2000, 48% of the occupied housing units (223,280) in the city were owner occupied compared with 57% statewide, and 66% nationally. Forty-eight percent of the housing units (227,411) were

renter occupied compared with 43% statewide, and 34% nationally. San Diego has a much higher proportion of renters than owners compared to the state and nation, reflecting the densification of the urban environment, and social mobility of the population and work force. Figure 13 summarizes the relationship between owner and renter occupied housing units.

Figure 13: 2000 Percent of Owner/Renter Occupied Housing Units
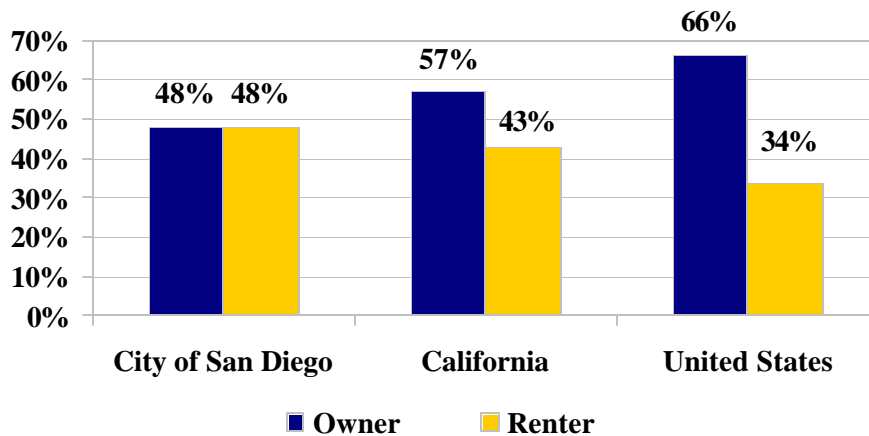
Source: SANDAG

In 2000, the average household size for owner occupied units was 2.71 citywide compared to 2.93 in the California and 2.69 nationally. The average household size for renter occupied units in the service area was 2.52 compared with 2.79 statewide, and 2.4 nationally. The total average household size in the service area was 2.61 compared with 2.87 statewide, and 2.59 nationally. Figure 14 depicts 2000 Census data on Occupied Housing Units from a geographical perspective.

Figure 14: 2000 Occupied Housing Units Geographical Comparison
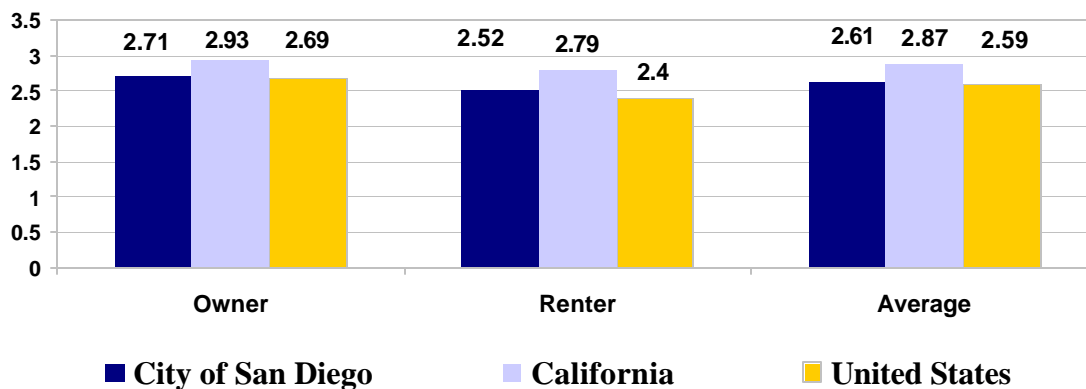
Source: SANDAG

As projected by SANDAG, the city's persons per household in 2020 is projected to grow by 5% from 2.61 to 2.74. Figure 15 displays this growth pattern.

Figure 15: 2000-2020 Persons per Household
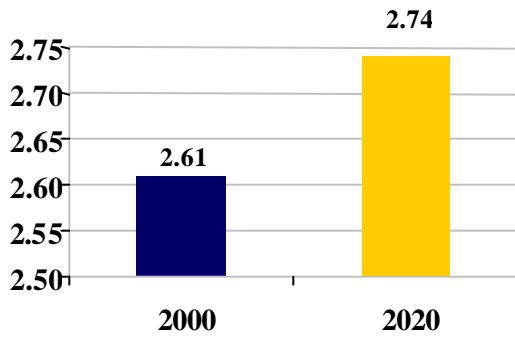
Source: SANDAG

Population by Ethnicity

SANDAG and Census 2000 data indicate that the 2000 service area population is 25% Hispanic, increasing to 34% in 2020; 8% African American in 2000 decreasing to 7% in 2020; 49% white in 2000 decreasing to 41% in 2020; and 18% Asian/Other in 2000 remaining the same in 2020. Figures 16 and 17 below show the current and projected ethnic distribution of the San Diego population.

Figure 16: 2000-2020 Real Population by Ethnicity and Growth

	Hispanic 2000	Hispanic 2020	Black 2000	Black 2020	White 2000	White 2020	Asian/Other 2000	Asian/Other 2020
■ City of San Diego	25%	34%	8%	7%	49%	41%	18%	18%
■ California	32%		6%		47%		14%	
■ United States	12%		12%		69%		6%	
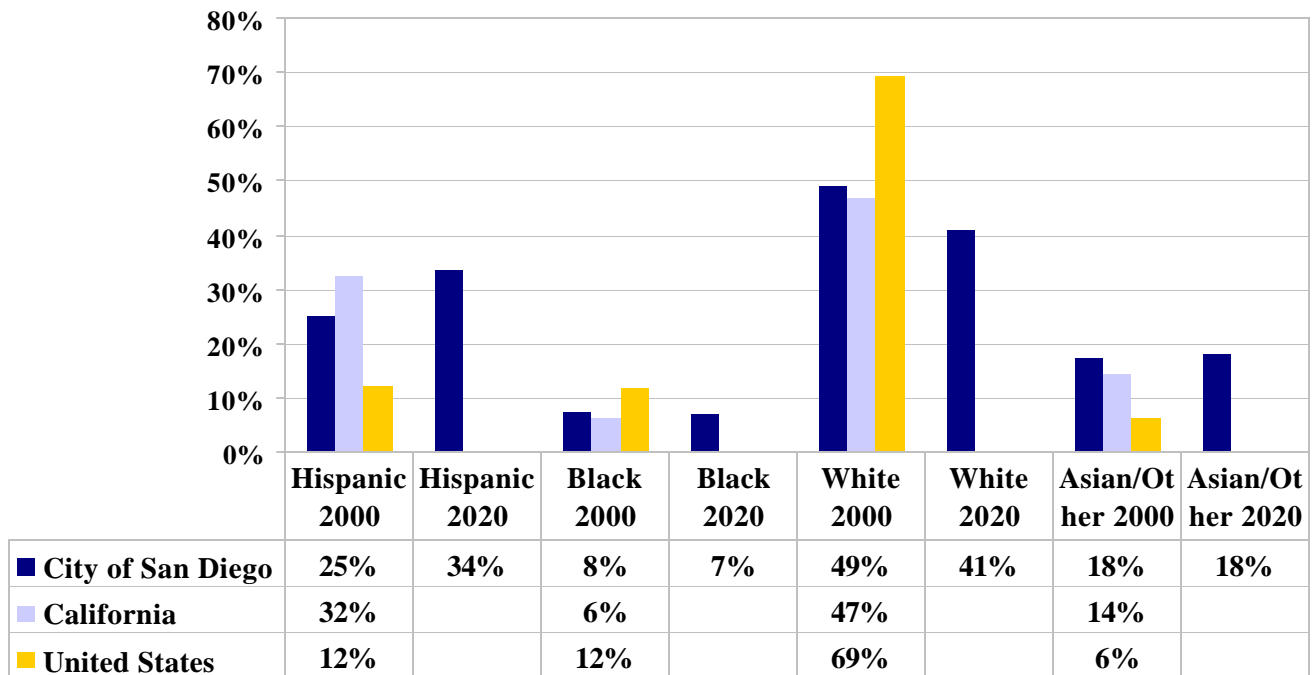
Source: Census 2002 and SANDAG

Figure 17: 2000-2020 Population by Ethnicity and Geography								
NAME	HISPANIC		AFRICAN AMERICAN		WHITE		ASIAN/OTHER	
	2000	*2020*	*2000*	*2020*	*2000*	*2020*	*2000*	*2020*
City of San Diego	310,752	568,474	92,830	123,452	603,892	691,530	215,926	310,077
California	10,966,556	N/A	2,181,926	N.A.	15,816,790	N/A	4,906,376	N.A.
United States	35,035,818	N/A	33,947,837	N.A.	194,552,774	N/A	17,615,477	N.A.

Source: SANDAG, Census 2000

Summary: Major Population Characteristics

Figure 18 contains a summary of the most significant population characteristics of San Diego that will be taken into account in planning for the San Diego Main Library.

Figure 18: Summary of major population characteristics of San Diego
GROWTH:
City of San Diego 2000 population was over 1.2 million, a 35% growth rate compared with 43% statewide and 24% nationally. The city is expected to grow by 38% to almost 1.7 million people in 2020 compared to 34% statewide and 15% nationally.
EMPLOYMENT GROWTH AND DENSITY:
The city's employment base is projected to grow 38 % by 2020, and to accommodate this growth employment density will increase by 14%.
OCCUPIED HOUSING UNITS AND PERSONS PER HOUSEHOLD:
In 2000, 48% of the population rented housing units compared to 57% statewide and 66% nationally. The average service area household size was 2.61 compared to 2.87 statewide, and 2.59 nationally. By 2020 the average household size in San Diego is projected to grow to 2.74.
ETHNICITY:
San Diego is a diversified city. In 2000, 25% of the population was Hispanic growing to 34% in 2020; 8% African American decreasing to 7%; 49% white decreasing to 41%; and 18% Asian/Other remaining the same.

Data Not Available

The following data were not available for the preparation of the community needs assessment:

❖ School enrollment figures for 1980 were unavailable for San Diego Unified School District. As a result, 1980 Census data for the age groups 5 to 17 was obtained and utilized.

❖ School enrollment projections were unavailable for 2020 for San Diego Unified School District (San Diego Unified School District projections were not available).

❖ Enrollment to 2013-14 SANDAG population projections for 2020 for ages 5 to 17 were utilized.

❖ Current per capita income is only available at the county scale, not at library service area.

- ❖ Unemployment data is not available below the City of San Diego scale.

- ❖ Academic Performance Index data was used only for San Diego Unified School District. As noted below, a relatively small percentage of other School District's attendance areas overlap into the City of San Diego.

Demographic Data and Analysis

The request for proposals requires that applicants provide data and analyses for a number of demographic variables in addition to the general population characteristics described above. This section contains these additional analyses, grouped by the types of variables indicated in the RFP.

Academic Performance Index

The average 2002 API rank for all the San Diego Unified School District schools was 5.57, and the average similar schools rank was 6.68, compared to a statewide goal of 10, as set forth in Figure 16. The average school 2002 API score was 673 compared to a statewide performance target of 800. Due to the large size and significant variations in geography and socio-economic conditions throughout District Schools, API rankings and scores, along with other performance indicators, vary widely and include extremes from the lowest to the highest.

As depicted in Figure 19, on average elementary schools had an API score of 707, or a statewide rank of 5.67, which lags behind similar schools with a score of 6.96. Middle schools, on average scored 679, which ranked at 5.82, also lagging behind similar schools at a rank of 7.09. High schools, on average scored 634, which ranked at 5.21, again lagging the similar school at a rank of 6.0.

	Elementary Schools	Middle Schools	High Schools
■ Statewide Rank of San Diego City Unified	5.67	5.82	5.21
▨ Similar Schools Rank	6.96	7.09	6.00
▨ Statewide Goal	10.00	10.00	10.00
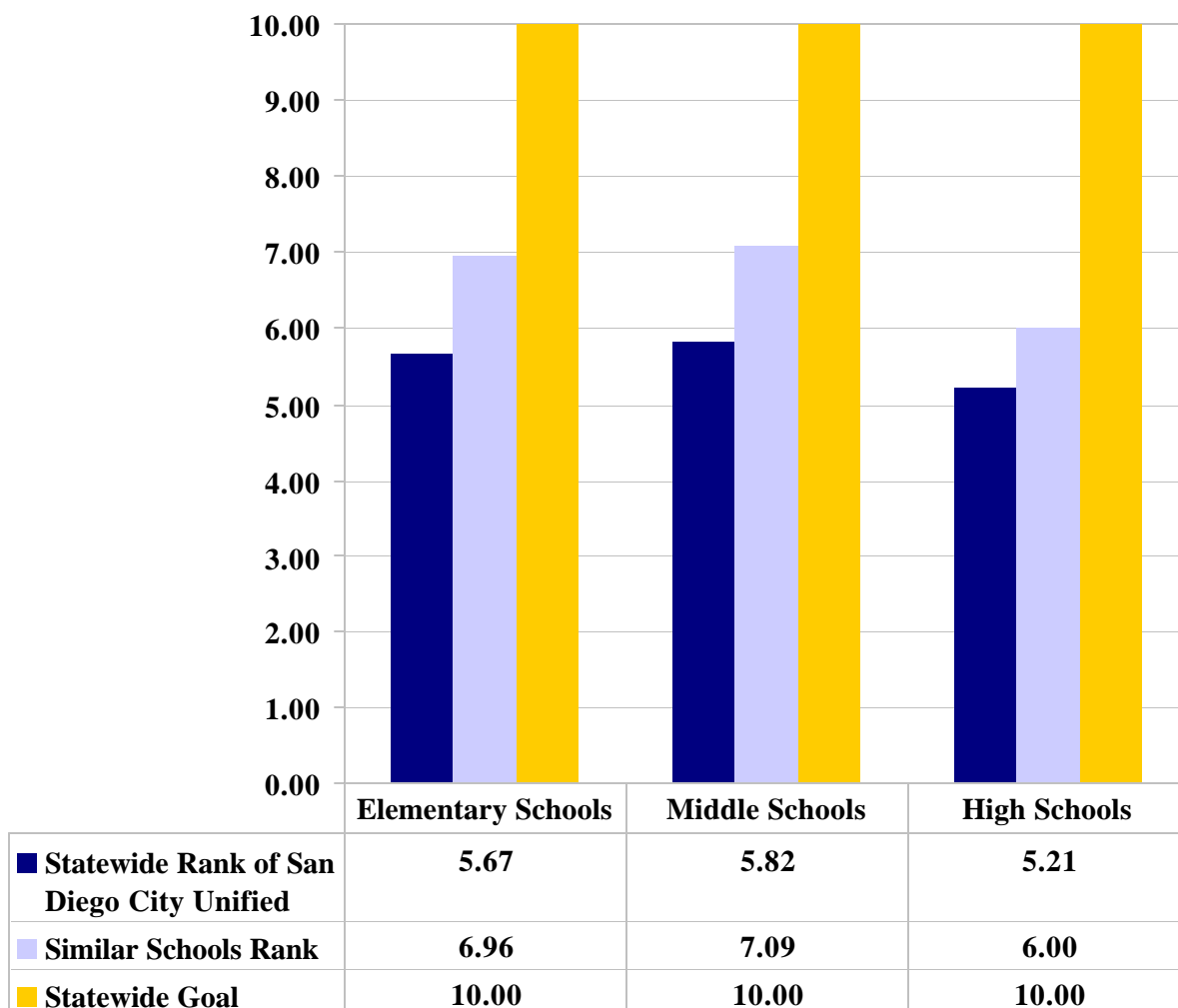
Source: California Department of Education

Approximately 30% of the students enrolled in District schools are English as a Second Language (ESL) of which more than 79% are Hispanic. This indicates that nearly one-third of all students are transitioning to English and most of those are Hispanic.

Based upon Census 2000 statistics six percent of the people ages 5 to 17 speak English "not well" or "not at all" compared to the same percentage statewide, and 2% in the nation. For those people 18 and over, 8% speak English "not well" or "not at all" compared with 12% statewide and 5% nationally.

Sixty-four percent of enrolled District school students participate in the free or reduced price lunch programs, compared with 47% statewide.

The average education level of parents of children in the San Diego School Unified District is 3.1 (1.0 is "not high school graduate" and 5.0 is "graduate school.")

Poverty Rate

As depicted in Figure 20, in 2000 the poverty rate in the City of San Diego was 14.6%, just above the percentage for California and the nation (Note: in the Census 2000 all states except Alaska used the same income guidelines to establish the poverty threshold). San Diego County overall has the same poverty rate as the United States (12.4%).

Figure 20: Percentage of Individuals Living Below Poverty Threshold	
GEOGRAPHIC UNIT	**PERCENT BELOW POVERTY LEVEL**
United States	12.4%
California	14.2%
San Diego County	12.4%
San Diego City	14.6%

Source: SANDAG

Per Capita Income

The Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts) provides per capita income data that is limited in geography (county-scale is the smallest measure) and period (2000 is the latest measure for the full set of national, state, and county data).

As depicted in the following charts, Figure 21 and Figure 22, in 2000 San Diego County per capita income is $32,515 or 10% above the national average ($29,469) and 1% above the California average ($32,149), San Diego County ranked 13th in the state.

Between 1990 and 2000 San Diego County's per capita income grew at an average annual rate of 4.4% compared to 3.9% for California, and 4.2% for the nation. Between 1990 and 2000, San Diego County's per capita income increased as a percentage of the nations from 8% to 10.3% and relative to California.

San Diego County per capita income thus increased in real terms between 1990 and 2000 faster than the rate of growth in California but somewhat slower than the national rate of growth.

Figure 21: 1990-2000 Per Capita Income as a Percentage of National per Capita Income

	1990	2000
■ San Diego County	108.0%	110.3%
■ California	111.8%	109.1%
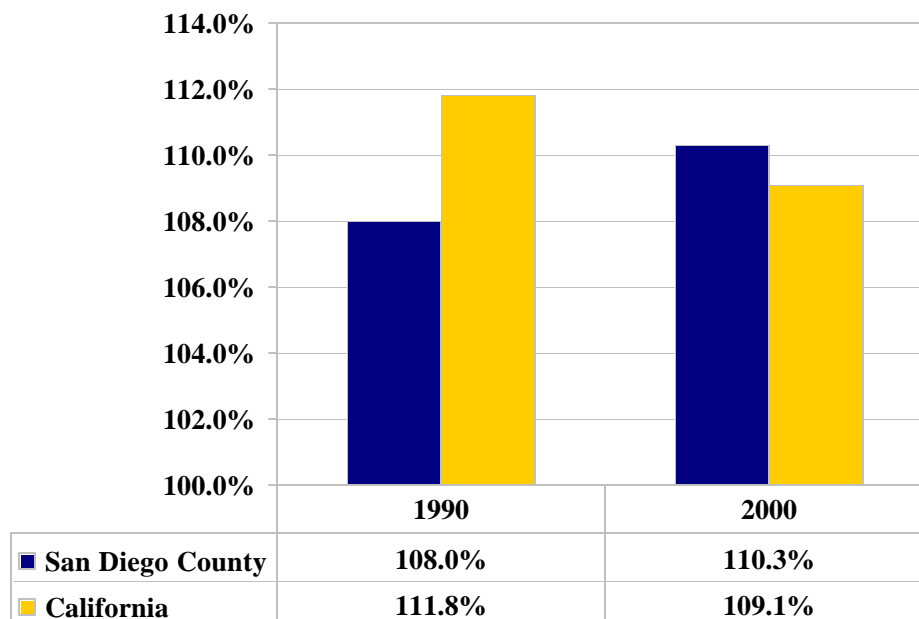
Source: Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts)

Figure 22: 1990-2000 Real per Capita Income

	1990	2000
■ San Diego County	$21,145	$32,515
■ California	$21,882	$32,149
■ United States	$19,572	$29,469
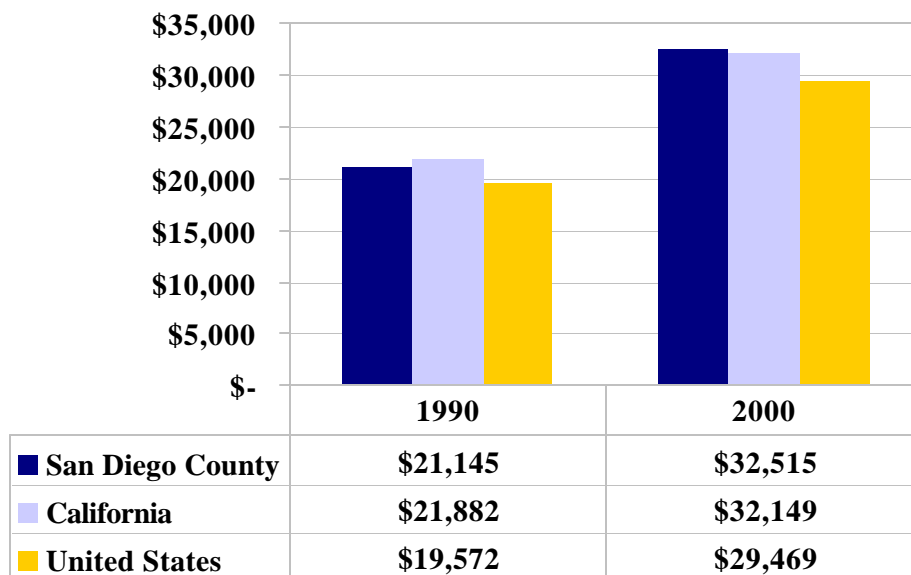
Source: Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts)

Literacy Rate

The mean proficiency score for relevant geographical areas is set forth in terms of a five level proficiency scale as follows:

LEVEL 1	**1 TO 225**
LEVEL 2	**226 TO 275**
LEVEL 3	**276 TO 325**
LEVEL 4	**326 TO 375**
LEVEL 5	**376 TO 400**

As depicted in Figure 23, approximately 21% of the adult population in the City of San Diego is at Level 1 literacy (the lowest category of literacy performance), compared with 20% for the County of San Diego, and 24% statewide. Approximately 41 % of the adult population in the City is at Level 1 or Level 2 literacy. This exceeds San Diego County at 40% Level 1 or Level 2 literacy; but is under California's Level 1 or Level 2 literacy of 46 %.

Data utilized to obtain literacy rates is from Portland State University and was accessed through CASAS. The method used by Portland State University is "…a synthetic estimation that employs statistical models to combine information from different data sources to estimate information not available in any one source by itself. The synthetic estimates of adult literacy proficiency combine information from the National Adult Literacy Survey (NALS) and the 1990 U.S. Census to estimate adult literacy proficiencies in geographical areas not adequately sampled by NALS."

Figure 23: Level 1 and Level 2 Adult Literacy Proficiency

	San Diego City	San Diego County	California
Percent at Level 2	**20%**	**20%**	**22%**
Percent at Level 1	**21%**	**20%**	**24%**
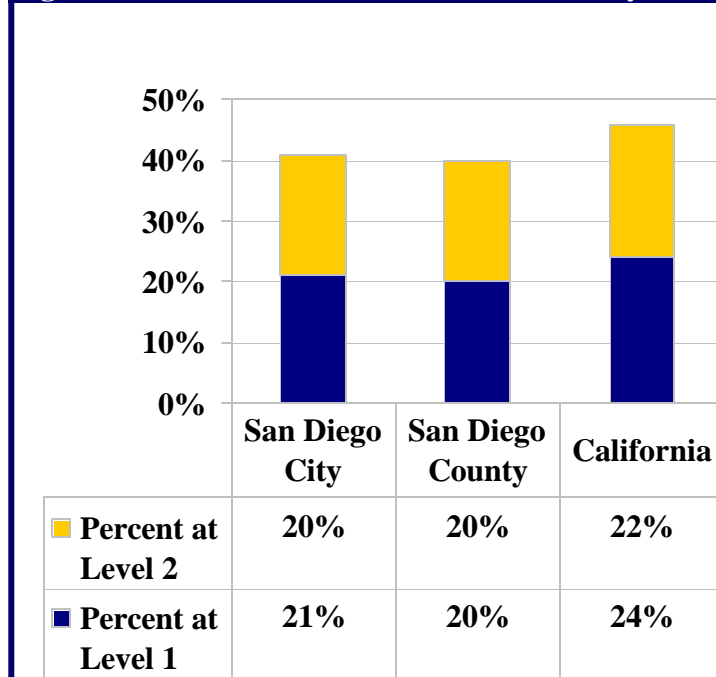
Source: Portland State University; CASAS

Unemployment Rate

Data pertaining to the unemployment rate in San Diego was obtained from the Bureau of Labor Statistics and the California State Employment Development Department. The City of San Diego is the most detailed geographical scale for which unemployment data is available.

As indicated in Figure 24, the City of San Diego had a 4% unemployment rate in December 2002 compared to San Diego County at the same level, 4%, California at 6.6%, and the nation at 5.7%. The same pattern-the City of San Diego having a higher unemployment rate than the County but lower than California and the nation-generally holds over the past decade.

Figure 24: Unemployment Rate over Time by Geography

	1990	2000	2001	Dec-02
■ San Diego City	4.70%	3.10%	3.30%	4.00%
▫ San Diego County	4.60%	3.00%	3.20%	4.00%
▪ California	5.80%	4.90%	5.30%	6.30%
▫ United States	5.60%	4.00%	4.80%	5.70%
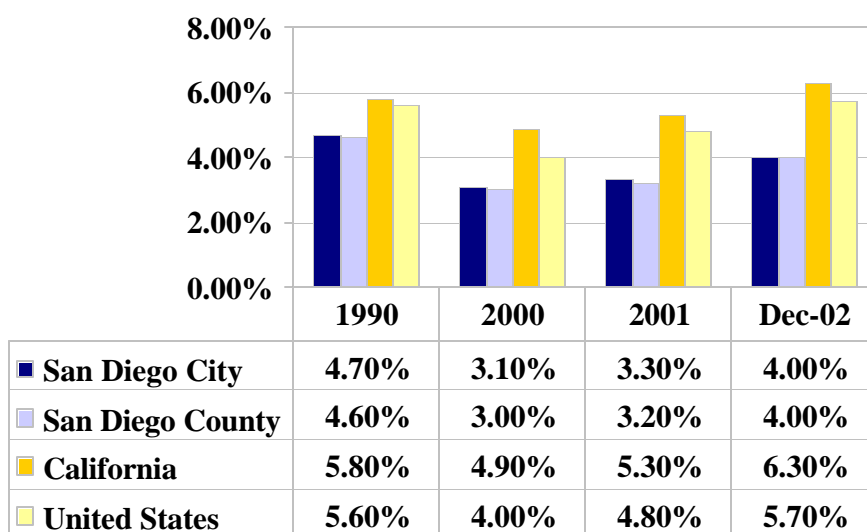
Source: Economic Development Department, State of California

Population Composition by Age

The population composition by age for the service area is based upon data obtained from SANDAG and Census 2000.

The City of San Diego has the following cohort characteristics:

❖ The median age is 32.

❖ Fifty-four percent of the population is less than age 35

❖ One-third of the population is less than age 25

❖ Less than 11% of the population is older than age 65

❖ Population between ages 0 and 19 tends to be below comparable ages statewide and nationally

❖ Population between ages 20 and 34 tends to be up to 20% higher than comparable ages statewide and nationally.

❖ Population over age 45 tends to be below comparable ages statewide and nationally, except over age 75 years old in which case the citywide population is slightly above the state percentage.

Figure 25 provides a summary of the population composition by age in San Diego. Figure 26 portrays the real numbers in the age distribution in San Diego.

The City of San Diego is planned to absorb a significant amount of the region's overall population and job growth through the year 2020. Two significant population trends will occur: (1) significant growth (between 107% and 127%) in the 55 and over cohort; and, (2) some growth (between 46% and 30%) in the cohort in the 0 to 19 years old.

Figure 25: 2000 Population Composition by Age

	Under 5	5 to 9	10 to 14	15 to 19	20 to 24	25 to 34	35 to 44	45 to 54	55 to 59	60 to 64	65 to 74	75 and
■ City of San Diego 2000	6.7%	7.1%	6.5%	7.0%	9.0%	17.7	16.2	12.1	3.9%	3.1%	5.4%	5.1%
▨ California 2000	7.3%	8.0%	7.6%	7.2%	7.0%	15.4	16.2	12.8	4.3%	3.4%	5.6%	5.0%
■ United States 2000	6.8%	7.3%	7.3%	7.2%	6.7%	14.2	16.0	13.4	4.8%	3.8%	6.5%	5.9%
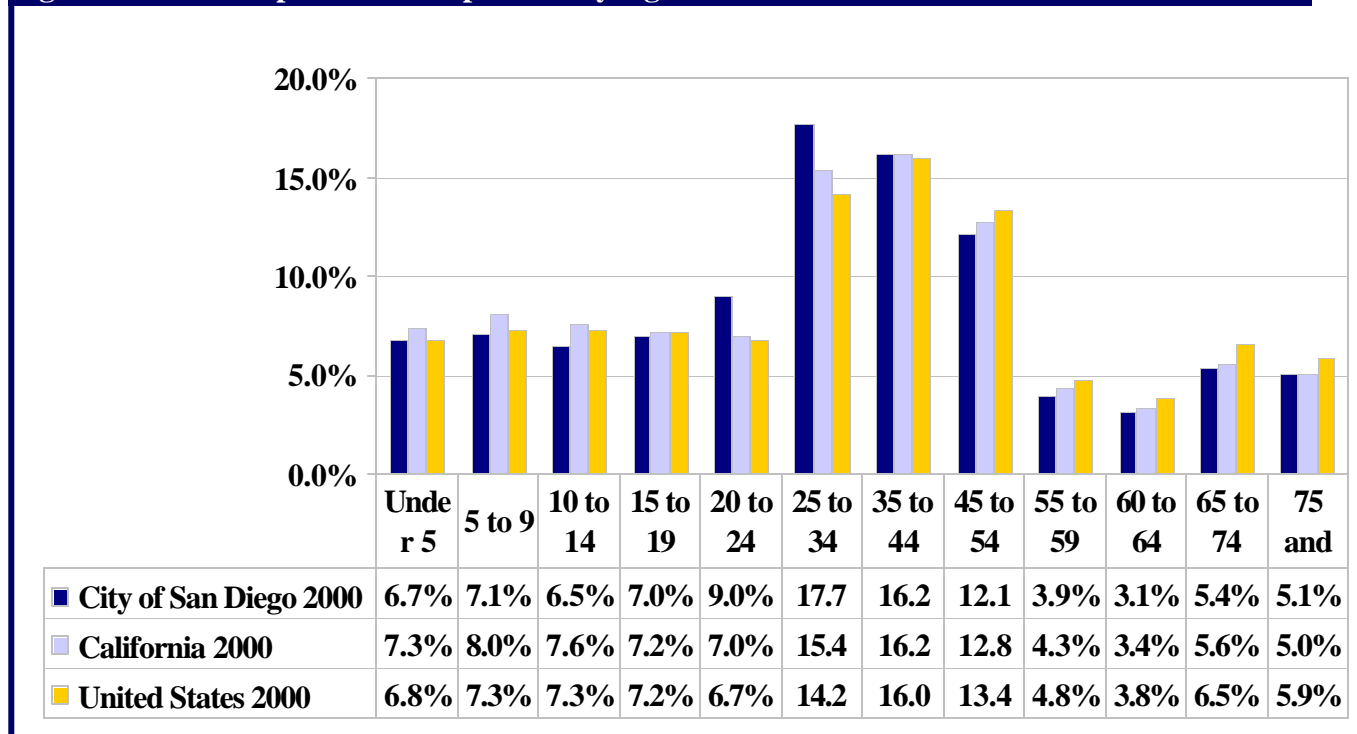
Source: Census 2000

Figure 26: 2000 Real Population Composition by Age and Geography

AGE RANGE	CITY OF SAN DIEGO	CALIFORNIA	UNITED STATES
Under 5	82,523	2,486,981	19,175,798
5 to 9	87,347	2,725,880	20,549,505
10 to 14	79,520	2,570,822	20,528,072
15 to 19	85,664	2,450,888	20,219,890
20 to 24	110,614	2,381,288	18,964,001
25 to 34	217,032	5,229,062	39,891,724
35 to 44	198,474	5,485,341	45,148,527
45 to 54	148,127	4,331,635	37,677,952
55 to 59	48,016	1,467,252	13,469,237
60 to 64	38,075	1,146,841	10,805,447
65 to 74	65,922	1,887,823	18,390,986
75 and over	62,086	1,707,835	16,600,767
TOTAL	1,223,400	33,871,648	281,421,906

Source: SANDAG and Census 2000

Population by Occupation

Another way to look at the population to be served by the San Diego Main Library is to examine the distribution of population across types of occupations. While data for occupation is not entirely consistent across geography and time, we can obtain a reasonably accurate picture for the Main Library service area especially with regard to the implications for literacy and library services.

Figure 27 depicts "low skill" occupations of sales, clerical, craft, service, labor, assembly, fishing, and farming positions as a percentage of total occupations. In 1990, low skill occupations in the service area account for 69% of the population compared to 68% in California and 70% nationally. SANDAG, in projecting occupations for the year 2020, has identified a slight reduction in low skill occupations to approximately 65%.

As depicted in Figure 28, SANDAG projects real growth in occupational groups between 1995 and 2020. The largest percentage of projected occupational growth, excluding agriculture/forestry/fishing (because the numeric growth is low), is in managerial/administrative at 48%, professional/technical at 45%, and sales at 43%. Clerical/administrative support, service, and production/construction/ maintenance are projected at between 24% and 38%. Figure 26 provides a graphic representation of this information.

In summation, the Main Library service area has comparable occupational skill levels with the state and nation. The most significant occupational growth will be in managerial/administrative, professional/technical, and sales occupations. The least significant growth will be in clerical/administrative support, service, and production/construction/maintenance.

Figure 27: Low Skill Occupations as a Percentage of All Occupations Over Time

Legend: City of San Diego | California | United States

Values shown: 1990 — 69% (City of San Diego), 68% (California), 70% (United States); 1995 — 67% (City of San Diego); 2001 — 61% (California); 2020 — 65% (City of San Diego)
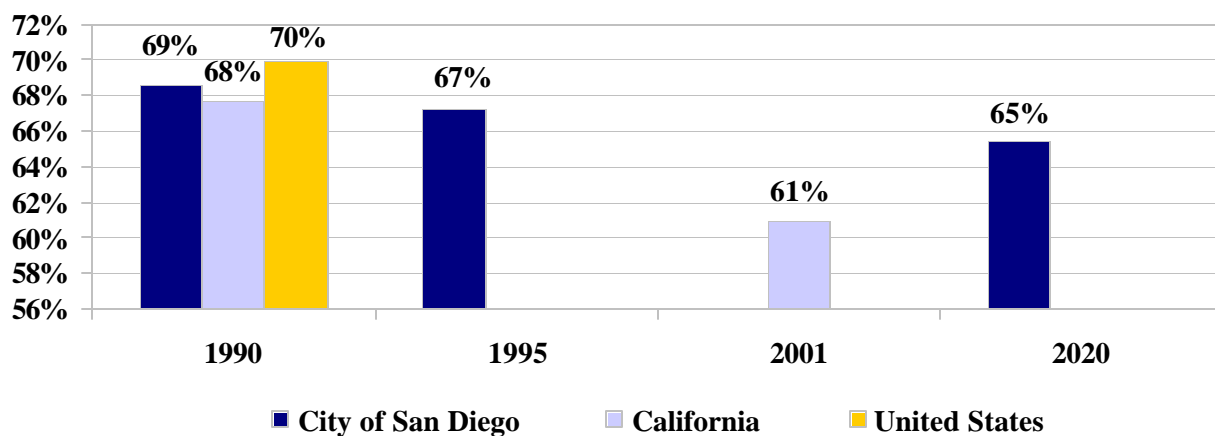
Source: Census 2000 and SANDAG

Figure 28: 1995 to 2020 Projected Real Occupational Change

	Manag./Admin.	Professional/ Technical	Sales	Clerical/Admin. Support	Service	Ag/Forestry/ Fish	Prod./Constr./ Maint.
1995	41,053	143,616	58,835	114,270	95,106	4,282	105,051
2020	60,598	207,458	83,909	141,760	128,587	6,825	144,960
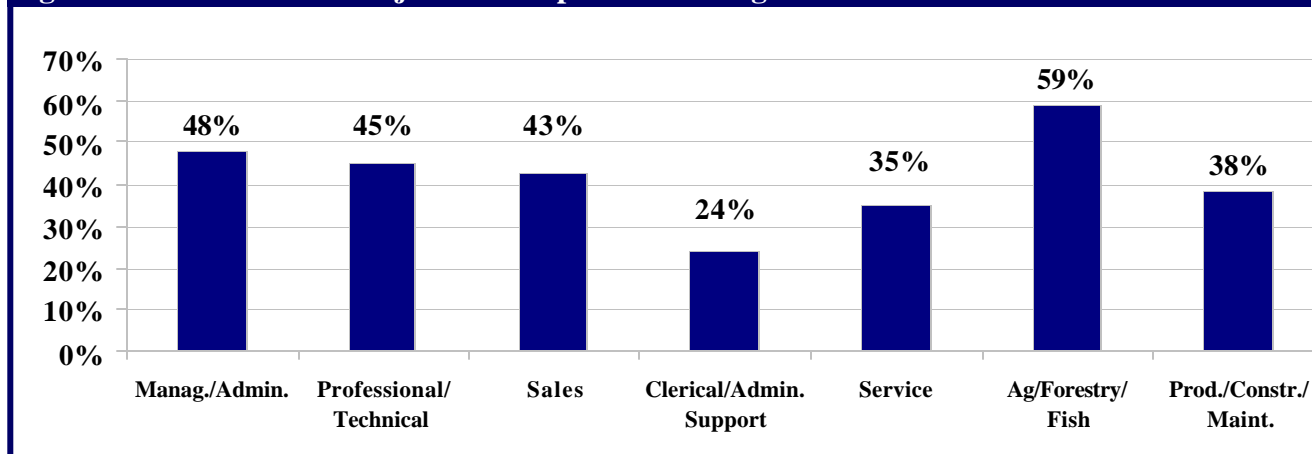
Source: SANDAG

Source: SANDAG

Median Property Value

Housing (or, perhaps more correctly, the *cost* and *lack of availability)* is a major concern in the San Diego area. Even a cursory examination of data about San Diego property values brings this point home.

Figure 30 indicates that the median cost of a home in the City of San Diego is nearly $300,000, almost twice the cost of an existing home nationally. The median cost of all homes in both the City of San Diego and the County of San Diego, is greater than the median price of housing in the rest of California.

Figure 30. Median House Prices 2002

AREA	MEDIAN PRICE
San Diego City	$295,031
San Diego County	$296,062
California	$273,598
US – New Houses	$173,200
US – Existing	$151,500

Source: RAND California

Population by Educational Level

Generally speaking, people living in the City of San Diego have good educational attainment although many local areas fare much worse, as reported by Census 1990 and corroborated by the data provided for parent-based educational levels with regard to Academic Performance Index.

Some of the key findings pertaining to the San Diego population and their educational level, as characterized in Figure 31:

❖ Approximately 6% have below a ninth grade education, better than both the state and nation.

- ❖ Approximately 7% have a ninth to 12th grade education with no high school diploma, better than both the state and nation.

- ❖ Approximately 13% are high school graduates, lower than the state and significantly lower than the nation.

- ❖ Approximately 18% have some college education, about the same as the state and slightly lower than the nation.

- ❖ Approximately 17% have bachelor degrees, above the state and the same as the nation.

- ❖ Approximately 33% have graduate degrees, better than the state and nation.

Figure 31: 1990 Educational Attainment by Census Tract Age 18 and Over

	Below 9th Grade	9th to 12th Grade no	High School	Some College,	Associate Degree	Bachelor Degree	Graduate Degree
City of San Diego	6%	7%	13%	18%	6%	17%	33%
California	9%	9%	16%	18%	6%	14%	27%
United States	7%	12%	28%	21%	6%	17%	9%
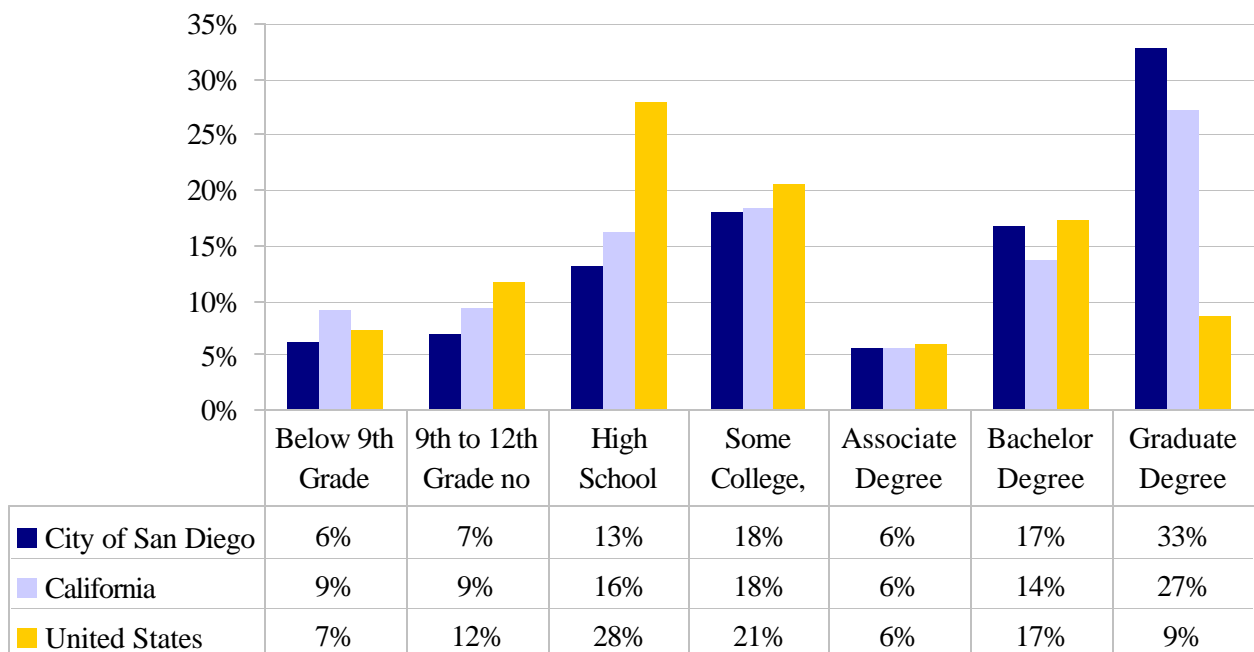
Other Demographic Information Relevant to this Proposal: The Digital Divide in San Diego

The San Diego Public Library is concerned about another characteristic of the San Diego community: the challenge of the digital divide. This challenge has significant implications for the Main Library, and is discussed below.

The San Diego Regional Technology Alliance (RTA) was established under the California Trade & Commerce Agency by California legislation in 1993 in response to the 1990s defense downsizing and base closures. The RTA is a private/public partnership that assists San Diego's high-tech industries and serves as a catalyst for the San Diego educational and business communities for community economic development by:

- ❖ Equipping entrepreneurs with the tools to develop their technology businesses.

- ❖ Creating partnerships between the private and public sector to bridge the "digital divide" and create a skilled workforce for our region's future.

- ❖ Conducting research to educate the region on its technology strength.

Through the Community Development Program the RTA investigates and analyzes the extent of the digital divide locally and serves as a catalyst to lead the community towards a solution.

Through partnerships with business, community leaders, and educators the RTA strives to bridge the "digital divide" by working with community centers to assist in the development of their technology resources for their constituencies. These partnerships lay the groundwork for meeting the needs of the region's growing high-tech workforce. A key element in this approach is assistance to Community Technology Centers within the San Diego region.

In February 2001, the RTA released an important study entitled "Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County." The following is a synopsis of key aspects of the report related to the City of San Diego.

The purpose of the study was to examine the state of San Diego's digital divide. The study conducted a comprehensive survey of 1,000 county residents, querying them on computer ownership, computer use, and various demographic profiles. A statistician analyzed the data to understand the impacts of various factors. This quantitative analysis was supplemented by interviews of those impacted by the divide. In its survey and analysis, the RTA reported the following:

❖ Of 30 occupations surveyed at 450 employers during the summer of 2000, 80% had computer software requirements.

❖ Wealthy households are twice as likely to own computers as low-income households.

❖ Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.

❖ Although an increase in household income appears to eliminate the digital divide for African-Americans, it appears to have less impact of the Hispanic population. Even though Hispanics make up 25% of the population, they represent 42% of the unwired population. Finally, two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.

❖ Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.

❖ For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.

❖ 81% of Asians and 80% of Caucasians own computers, while only 59% of African-Americans and 52% of Hispanics own computers. Seventy-four percent of Caucasians and 72% of Asians access the Internet at home, but only 52% of African-Americans and 41% of Hispanics access the Internet at home.

❖ Communities with computers and community resources can help. For those who were totally detached (they neither owned a computer nor accessed the Internet outside their home), ethnicity, income, and education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31%) are the most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22% vs. 15%) than those with home Internet access.

The RTA report recommends general strategies to bridge the digital divide, especially the support of programs to enhance access through community access centers and programs for schools and libraries and educational programs to enhance readiness to use the Internet and the information resources it offers.

ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS

The Community Analysis section of this proposal (above) contains a large amount of information about the characteristics of the community the Main Library will serve. In this section, highlights of the analysis presented above spotlight what are some implications for the projected plan of service of the San Diego Main Library. Figure 32 contains a very brief summary of the characteristics of the community.

❖ **The population of San Diego will continue to grow dramatically over the next 20 years at least.** Data supporting this conclusion are clear: San Diego's growth rate will surpass the State's growth rate, and certainly the Nation's overall growth rate. Each year, there will be more people needing services from the San Diego Public Library.

❖ **The population growth rate in San Diego is likely to reflect four trends:**

   ◆ The percent of baby-boomers in the 45 and older cohort will grow significantly.

   ◆ The growth rate in the 55 to 74 cohort ranges between 107% and 152% growth rate, significantly higher than California and the nation

   ◆ The growth in the 45 to 54 cohort will increase by 41% compared to population declines in California and only very slight increases nationally.

   ◆ The cohort between 0 and 19 will outpace California and national growth.

❖ **San Diego will continue to be a highly diverse community.** An examination of the data reveals that the San Diego Main Library will need to serve a highly diverse community, with implications for its collections and its services.

❖ **San Diego must recognize and deal with the nature of the new immigrant population.** The RAND study makes clear that the bulk of the new immigrants settling in the area may have lower education and workforce skills than previous immigrants, which may have an impact on social service providers in the City.

❖ **Both employment growth and density in San Diego is expected over the next 20 years.** In simple terms, this means more San Diegans will be working each year, for the foreseeable future.

❖ **San Diego faces a substantial problem in terms of current and projected literacy rates among its residents.** Literacy improvement, especially in relation to economic strength and the evolving workforce, is an important problem throughout the City of San Diego. Sixty-one percent of adults are at a combined Level 1 and 2 literacy proficiency compared with 60% in

California and 70% nationwide. Approximately 21% of adults in the city are at Level 1 literacy proficiency compared with 20% in California and 24% nationwide. The characteristics of the new immigrants, outlined above, may have real implications for literacy services.

Figure 32: Summary of characteristics of the San Diego Community
The population of San Diego will continue to grow dramatically over the next 20 years at least
San Diego will continue to be a highly diverse community
San Diego must recognize and deal with the nature of the new immigrant population
Both employment growth and density in San Diego is expected over the next 20 years
San Diego faces a substantial problem in terms of current and projected literacy rates among its residents
San Diego continues to face significant challenges in boosting the academic performance of its young people
As a result of its population growth and diversity, the citizens of San Diego are expecting and demanding an increasing amount and variety of cultural opportunities
The Digital Divide is a very real problem in San Diego, and shows no signs of lessening
Workplace demands are undergoing some change in the San Diego area
Housing continues to be a significant, if not the most significant, challenge faced by the City

There are many characteristics of the socio-economic characteristics of the service area that fit the findings of the literacy-challenged described in *Adult Literacy in California*, (Jenkins and Kirsch, 1994). For example:

❖ **"African Americans and Latino adults were more likely than White adults to perform in lowest literacy level and less likely to obtain the two highest levels."** In the service area of the San Diego Main Library, 25% of the population is Hispanic and 8% is African American with the Hispanic population projected to increase to 34%. Sixty-one percent of the service area is at Level 1 and 2 literacy proficiency.

❖ **"Differences in the average years of schooling completed by adults in various subpopulations tend to parallel the observed differences in literacy proficiencies."** In the service area, approximately 18% have below a high school degree compared with 25% statewide and 24% nationally. Numerous problem pockets with significantly higher low educational attainment are spread throughout the city.

❖ **"California residents who reported being in professional, technical, or managerial positions in their current or most recent jobs had higher average literacy scores than those in other types of occupations including sales or clerical, craft or service, or labor, assembly, fishing, or farming positions."** In the service area in 1990, 69% of the population worked in low skill occupations compared to 68% in California and 70% nationally.

❖ **"Eighteen percent of California residents were classified as poor or near poor, based on household size and income."** In the service area, approximately 48% of households own

compared to 57% statewide; and, 48% rent compared to 43% statewide. Furthermore, 33% of the service area population lived below poverty, which is comparable to the state and nation.

❖ **"Those who usually speak English outperformed those who usually speak another language."** In the service area among students 5 to 17, 30% are "English as a Second Language," 79% of whom are Hispanic. Six percent speak English not well or not at all compared with the same number citywide and 2% nationally. Among adults over 18, 7% speak English not well or not at all compared to 10% statewide and 3% nationally.

❖ **San Diego continues to face significant challenges in boosting the academic performance of its young people.** Several characteristics of formal education in San Diego underscore this point:

    ◆ **Rank:** in 2001, schools in the service area rank in the fifth decile or between 26% and 35% of all schools reporting APIs statewide

    ◆ **Ability to speak English:** 30% of all students in San Diego Unified School District, of whom 79% are Hispanic, speak English as a second language

    ◆ **Free lunch programs:** 63% of District students, compared with 47% statewide, participate in free or reduced price lunch programs

    ◆ **Parent education:** Citywide, parents report being above the mid-point of education, reporting an average of 3.1 where 1.0 are parents that are not high school graduates and 5.0 are parents that report attending graduate school

❖ **As a result of its population growth and diversity, the citizens of San Diego are expecting and demanding an increasing amount and variety of cultural opportunities.** Over the years, San Diego has evolved into a community rich in cultural resources, and a community that is more and more expecting to participate in a full range of cultural activities. One of the challenges facing the community is the relative lack of public space for these cultural events to be pursued.

❖ **The Digital Divide is a very real problem in San Diego, and does not seem to be lessening.** The insidious digital divide is a simple problem with enormous implications: not accessing and understanding how to use computers and the Internet cuts off significant populations from modern social and economic life. As a matter of equity and economics, the issue poses concern. San Diego must now demonstrate the initiative to solve this community problem.

❖ **Workplace demands are undergoing some change in the San Diego area.** In 1990, low skill occupations (sales, clerical, craft, service, labor, assembly, fishing, and farming) accounted for 69% of the workforce compared to 68% in California and 70% nationally. SANDAG, in projecting occupations for the year 2020, has identified a slight reduction in low skill occupations to approximately 65%. The largest percentage of projected occupational growth (excluding agriculture/forestry/fishing due to low numeric growth) is managerial/administrative at 48%, professional/technical at 45%, and sales at 43%. Clerical/administrative support, service, and production/construction/ maintenance are projected at between 24% and 38%.

❖ **Top San Diego industries include manufacturing, defense, tourism, and agriculture.** Telecommunications, software, and biotechnology are among its fastest growing industries. The city is becoming well known nationally as "Telecom Valley." The City of San Diego had a 3.8% unemployment rate in February 2002 compared to San Diego County at 3.7%, California at 6.2%, and the nation at 5.5%. The same pattern-the City of San Diego having a higher unemployment rate than the County but lower than California and the nation-generally holds over the past decade: in 1990, 2000, 2001, and February 2002.

❖ **Housing continues to be a significant, if not *the* most significant, challenge faced by the City.** Put very simply: there is too little housing for the population, and it is too expensive. Creative ways are being pursued to deal with the twin problems of cost and availability. Caught in this crunch are individual citizens and families, who must seek out a great deal of information to help them deal with the housing crisis.

A SUMMARY OF NEEDS IN THE SAN DIEGO COMMUNITY

General Population Needs

The San Diego Public Library collected a considerable amount of information about the needs in San Diego that the Main Library might address, as has been described above. In this section, an attempt will be made to distill this needs assessment as a guide for the design of the Library Plan of Service.

❖ From government agencies the Library learned of the needs for an informed citizenry, an ongoing need for information to inform policy and decision making, and the importance of having a venue to store and provide access to public memory.

❖ The San Diego Unified School District needs expanded resources to support the learning activities of its students and teachers, and assistance with parent education.

❖ Community organizations want a place to refer their clients that will be a reliable primary source of information, as well as an inviting and welcoming location to serve as a venue for educational and cultural programming for the benefit of their constituents.

❖ Community organizations also want a place for clients to exhibit works of art and other personal expressions, and a place to learn how to find the information they need, including using technologies. The demographics of the community, as portrayed above, suggest that the community needs resources reflecting the high level of diversity in community, more efforts to raise community literacy levels and, in general, more of everything: books, technology, space, etc.

After considering the needs expressed above, it is the judgment of the Library staff that the following should constitute the primary needs the Main Library should seek to address:

The San Diego community and its community organizations are in need of:

❖ Resources and services to support student achievement in elementary and secondary education.

❖ A comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.

❖ Resources and services that will support professional development for employees of organizations and agencies in the region, and lifelong learning for all citizens.

❖ A primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies.

❖ A venue for public discussion, exhibitions, and programs.

❖ Resources and services to raise the rate of literacy in the City, particularly for the new immigrant populations.

The priority needs of the San Diego Unified School District that might be addressed by the Main Library include:

❖ San Diego Unified School District teachers and students need additional information resources and services to support student learning, particularly at times beyond the hours of normal school operation.

❖ San Diego Unified School District teachers and administrators need information resources and programming to support teacher and administrator professional development.

❖ San Diego Unified School District needs information resources and programs to support parent education so that parents might be more effectively involved in the learning of their children.

❖ San Diego Unified School District could benefit from assistance in helping their students grow and develop as individuals and leaders.

The Needs of Persons with Disabilities in the San Diego Community

According to a recent article published by the U.S. Department of Commerce, about one in five Americans have some kind of disability. With the population aging and the likelihood of having a disability increasing with age, the growth in the number of people with disabilities can be expected to accelerate in the coming decades. If the current trends continue, Americans 65 years old and older will make up more than 20% of the total population by the year 2030 compared with about 12% currently. In 1995, about 16 million of an estimated 31 million seniors age 65 or older reported some level of disability (Bureau of the Census, 1997).

Data collected from the 2000 census for the San Diego Metropolitan Statistical Area reveals that currently more than 15% of the population age 5 and older reports some kind of disability and, over 11% of the population are persons 65 or older (Bureau of the Census, 2000).

Persons with special needs represent an important constituency for the San Diego Public Library. While the variety of needs expressed by the community and the School District may apply equally to persons with disabilities, such persons may also face additional challenges in their quest for information and education. The San Diego Main Library must be prepared to address some of these unique needs.

In 1988, the San Diego Public Library took the proactive leadership role in addressing ways to make library services accessible for persons with disabilities by creating the I CAN! Center. The center provides assistance, technology, and specialized materials which allow persons with disabilities access to the same services as the non-disabled library users.

The Center houses a wide selection of large print books and magazines; a collection of Braille, Braille/print books; resource guides; and catalogs from various companies on assistive devices, as well as magazines and newsletters from disability organizations and associations. The collection also contains a wide assortment of audio books and descriptive videocassettes (descriptive videos have a voiceover to describe the action and visual elements of a movie for persons with low vision). Although a limited amount of these materials may be available at various branches throughout the system, the Central Library houses the majority of the collection, which can be sent upon a patron's request to any branch. In some cases, home delivery may be provided for persons physically unable to get to the library.

Assistive technology is any device which allows or assists a person with a disability to accomplish some task or activity. The I CAN! Center has two closed circuit video magnifiers (CCTVs) that can enlarge materials up to 60 times its normal size. There is also a Reading Edge machine that will read aloud printed material. Two computers equipped with state of the art assistive technology allow access to computer programs for persons whose disability makes them unable to operate other computers in the library. Also provided are assistive listening devices for use at reference desks and meeting rooms, telecommunications device for the deaf (TDD), and information and referral assistance.

Beyond just providing access to library services, library staff involved with the Center has a proven track record in building successful partnerships and disability advocacy throughout the San Diego community.

The Center for the Blind and the I CAN! Center have had a mutually beneficial relationship for many years. Library staff is a regular presenters in classes offered by the Center for the Blind for persons losing their vision and the newly blind. The Library's presentations are aimed at making class participants aware of all the resources and services the Library offers at their disposal. The students are strongly encouraged to utilize the assistive equipment available that enables them to have access to information as they did prior to the vision loss. In return, the Center for the Blind provides expertise to the library on program design, advances in assistive equipment, materials available, and issues in general that affect the blind and disabled population.

Another association the Library is proud to be part of is a collaborative effort with the California State Library and Transition Resources for Adult Community Education (TRACE). TRACE is an extension of San Diego Unified School District's Integrated Life Skills Program for students with disabilities ages 18-22. The program provides students with a seamless transition to adult life with a focus on job training and employment through continuing education, vocational activities, involvement in general community activities, and participation in recreation and leisure activities in real life settings. The San Diego Public Library through a grant from California State Library has committed considerable time and resources into developing pilot library programs and services specifically dedicated to the historically underserved developmentally disabled population. In return, the library learns of new resources and strategies available to assist a growing community need, while enriching the lives of its special needs patrons.

In addition, the San Diego Public Library's relationship continues to grow with its neighbors at the Disabled Students Program and Services (DSPS) at San Diego City College. Severely affected by deep budget cuts resulting in a reduction of staff and services, DSPS has partnered with the Library to help maintain access to information and services available to the disabled student body. Working

collaboratively with the instructors and counselors of DSPS, the Library has designed services and programming which supports students with disabilities in the achievement of their academic and vocational goals. Services such as access to the I CAN! Center's extensive collection and wide array of assistive technology, library volunteer opportunities, motivational speakers, presentations on careers in librarianship, and disability network resources for faculty supplement and enhance the existing services available in the DSPS program.

Currently, the I CAN! Center is situated in an approximately 500-square-foot section located on the first floor of the Central Library. This space is woefully inadequate for the collected works already housed and the services already provided. Some large text books and audio materials cannot be kept in the Center due to space constraints. The collection is becoming somewhat scattered throughout different sections of the library. Patrons often feel crowded in the Center due to the space restrictions. The computer/assistive device work area provides little privacy with many noisy disruptions due to the "speaking nature" of many of the assistive technologies. A further nuisance to the patrons of the I CAN! Center is the unavailability of restrooms for the disabled located on the first floor. Patrons must currently travel via elevator to the third floor. Currently, adequate space is not available to expand the Center and the Library expects that through its assertive outreach to the disabled community and growing population that usage of the Center will increase dramatically in the coming years. In order to keep up with the increasing need for materials, programs, and services to the disabled community, plans for the new Main Library have dedicated nearly 2,800 square feet to the I CAN! Center. That is almost six times the size of the current Center.

In order to continue offering the top quality services that the San Diego Public Library is committed to providing the special needs population, a proactive approach must be taken to overcome barriers to service. A new Main Library with ample space to house an ever-growing collection and state of the art assistive technologies are key to the success of the I CAN! Center and a strong indicator of the City of San Diego's commitment to value, respect and support our beautifully diverse community. These critical services must not be compromised.

The Needs of New Immigrants in San Diego Public Library

The San Diego Public Library is dedicated to providing information to all the citizens of the City of San Diego. This includes a rising number of immigrants who may, or may not, be English speaking (in California, 22% of residents do not speak English; in San Diego this number is 37.4%). Because of the proximity San Diego has to the Mexican border, because it is a port city, and because of its mild Mediterranean climate, this area attracts immigrants worldwide. The 2000 census recorded 314,227 foreign-born residents in San Diego (25.7% of the overall population). This was an increase of 35.4% in the immigrant population since 1990, compared to an increase of 3.5 percent in the native-born population (which includes children born to immigrants) over the same period. This means the increase directly accounted for 72.7% of the overall increase for the City. It is projected that the immigrant population, if it continues at the current rate, will be 27.4% larger in 2025 than it was in 2000.

Meeting the needs of this increasingly large immigrant population is a challenge that existing facilities and staff cannot fully meet. A new library, based in the heart of downtown San Diego, would provide a highly recognizable information center for immigrants, newcomers and residents alike. There are several services to immigrants and non-English speakers that a new Main Library will provide that the existing facility downtown cannot.

Cultural Programming

The library serves the community as a cultural broker, helping to ease people into each other's cultures. One way of doing this is to provide literature, programs, and art to people that reflect their own heritage as well as introducing them to the heritage of others. For immigrants, this connection between their past and their present to help them build a place in their future homes is a vital part of becoming useful members of society.

The Central Library does currently offer programs of interest to residents and immigrants that not only speak to the current community but also to the history of immigration in San Diego. "Locked In, Locked Out" was a powerful series funded by the California State Library that explored the Japanese internment, and the vital role that the San Diego Public Library and its director Miss Clara Breed played in the lives of the Japanese American families. The Library would like to be able to do more.

Because of space issues (an auditorium that can only seat 185 people and two small meeting rooms), the Central Library has been unable to outreach with cultural programming to the immigrant population to the extent it would like to. The Library does, however, have a model program in one of its branches of what could be done downtown at the new facility.

The Weingart City Heights Branch Library & Performance Annex, since its inauguration in 1998, has created some of the most mutually fruitful and beneficial relationships with the numerous ethnic communities not only of the Mid-City area but of San Diego as a whole. These significant partnerships have brought local residents and visitors together in cultural celebrations, group sharing and discussions of social and political issues, as well as workshops and training in various art forms of ethnic dance and visual arts.

Some of these collaborations have led to the yearly celebration of the Vietnamese New Year, which brings together nearly 20,000 people; the "Africa Fete," an event showcasing cultures of the African Diaspora with the participation of the Horn of Africa, the Ethiopian Community, the Eritrean Community, the Sudanese Community, the African Women Organization, the Ghanaian Association and the African Alliance. The tragedy of September 11, 2001, has created some much needed opportunities for Muslim residents of Mid-City of East and North African origins to be part of enriching discussions to foster understanding, dispel misconceptions, and educate local residents on little known facts about these new Americans.

Immigrants from Mexico can benefit from cultural and educational programs in their own native languages as well as free Ballet Folklorico dance classes for youth and adults that help support the maintenance of the Mexican culture in their daily lives. Furthermore, a yearly "International Dance Festival" presenting West African, East Indian, Native American, Mexican, Eastern European, Middle Eastern, and Asian traditional dances is held.

The new Main Library will have a 350-capacity auditorium, six meeting rooms, 3,000 square feet of gallery and exhibit space, and a 4,000-square-foot special event space. This additional room, along with more staff, will allow for cultural programming and displays that will be built on the model and existing relationships that the Library already has, as well as develop new ones. The Library hopes to develop additional partnerships with its downtown neighbors, such as the Balboa Park's House of Pacific Relations, to create educational and entertaining programming for a wide range of immigrant groups.

Expanded Foreign Language Collection

Because of space limitations, only part of the Library's collection is visible to patrons. Since immigrants may not be literate in English, they may find it difficult to request materials of interest to them that are now in storage. Approximately 50% of the current collection of foreign language materials is in storage, and the entire collection of some languages (such as Portuguese, Polish, Dutch, Norwegian, Hungarian) is only available upon request. The new facility will allow these materials to be placed where they are more convenient for browsing, selection, and research. This collection is also valuable to English speakers learning another language.

Literacy Program

READ/San Diego is the adult literacy program currently headquartered at the Malcolm X Library & Performing Arts Center/Valencia Park. For 15 years, this program has provided quality instruction for adults 18 years of age and older in reading, writing, mathematics, parenting, and basic computer skills as well as providing information on naturalization and citizenship for individuals needing this information. Currently there is no room for the literacy program in the Central Library, and it is very difficult for tutors to find quiet rooms to work with students. In the new Main Library, READ/San Diego will have 3,892 square feet of onsite dedicated space, including a computer lab, collection, and study areas. More than 75% of READ/San Diego students are minorities, with a rising number of Latino/Hispanic students, they work closely in partnership with other agencies in San Diego County, such as the Mexican Consulate, International Rescue Committee (for political refugees), local colleges and adult education programs, Pro Literacy America, Mexican Cultural Institute, Uplift ministries, San Diego Rescue Mission, and San Diego County Social Services.

Citizenship

In addition to English literacy and parenting classes, READ/San Diego offers immigration and citizenship information and referrals. The Library is able to provide legal information and referral services to immigrants who might feel intimidated by dealing with other bureaucracies. Because of the space and staff limitations in the existing facility, the ability to provide information has, by necessity, been limited in the Central Library, but in the new Main Library, there will be additional opportunities to provide workshops (inviting experts in the area of naturalization) and information in native languages. With READ/San Diego located in the new Main Library, the opportunities to provide this information to those who most need it will be greatly enhanced, and the Library can build on the community partners already established by its literacy program.

Small Businesses

Within the city, 92% of all businesses are considered "small businesses." Of businesses employing less than 500 employees, 65% are minority owned. In recognition of the important role small businesses play in the economy of San Diego, the Library established the *Business Resources and Technology Link* program with a two-year grant from the California State Library. This program provides reference support, workshops, and has purchased business related databases. By working with the Hispanic Chamber of Commerce and other agencies, the Library would like to expand this service to outreach to immigrant business owners, including providing information in their native languages. This is important because many immigrants are entrepreneurial; for example, 25-30% of the area's Vietnamese own their own businesses. Why? "We came from a society where we were limited in opportunity and resources, so we seized every opportunity we could when we came here," said one importer of bamboo, rattan, and porcelain products. "If you ask every single parent who fled or emigrated to the United States what is the primary reason they came here, the response will

typically be: freedom-and to ensure a brighter future for our children." Independence, such as that provided by owning businesses, is one way they ensure that future.

Education and Other Services for Children and Teenagers

In California, 5.7 million public school students are 41% Latino, 9% Black, 8% Asian, 2% Filipino, 1% Pacific Islander, and 1% American Indian. Today 38% of California public school students are language minority students and 25% are limited English proficient, according to the California Department of Education, which also reports that 80% of Latino students are behind grade levels by the fourth-fifth grades and only eight in 100 Latino and African-American students graduate from college.

Within the City, statistics are unfortunately consistent with the evaluation at the State level. In the spring of 2002 the San Diego Achievement Forum, a network of researchers and higher education leaders with a strong interest in K-12 student performance, set out to document the progress of student achievement in District schools. According to this data, an estimated 14 out of every 100 students entering the District's high schools drop out prior to graduation. For Latino students this number is 17 out of every 100, and for African-Americans it is 21 for every 100 students. About four out every 10 graduates complete the sequence of courses necessary to apply to the UC/CSU systems, but only about 25% of African-American and Latino students complete the coursework.

Data related specifically for immigrants was not available, but a survey commissioned by *San Diego Magazine* and conducted by Viewpoint America showed that minority populations believe lack of quality education is one of the primary obstacles to economic advancement. In study after study the ability to read is linked to success both in school and in employment. Immigrants are especially challenged because they may not be English literate while they find themselves in schools where English is the primary language. The library provides essential services to families with children in a variety of ways. READ/San Diego provides a "Families for Literacy Program" which provides workshops to families of preschoolers that teach them how to be their child's first teacher. The Library's Summer Reading Program provides children and teenagers an incentive to read through the critical months between school sessions (children who read during the summer will perform better when classes start in the fall). Multilingual staff is hired whenever possible from a wide range of ethnic and cultural backgrounds. Youth Services Librarians lead tours and provide programs in the library, as well as performing outreach in the schools. Because of the limitations of space in the Central Library, there is also a limitation of the services that can be provided. This will be relieved in the new Main Library by an expansion of space and additional staff.

Currently the Children's Library is 3,200 square feet. In the new Main Library, this area will be more than three times this size (with twice the collection) with an additional 23,840 square feet for a Teen Center. This, with additional meeting room space, will allow library staff to pursue partnerships with organizations like the Parent Institute for Quality Education (PIQE).

Focusing on low-income, ethnically diverse parents of children in K-12 schools, PIQE urges parents to take participator roles in encouraging their children to stay in school and graduate with a high school diploma; in improving parent-child relationship; in assuring that children have literacy skills; in teaching children to value their family, language, and culture; and assisting children to respect themselves and their community. Began in 1987, PIQE has expanded statewide and is recognized nationally as a model program. PIQE requires parents to obtain library cards for their children as part of their program, and reading is a major emphasis. Now they focus their meetings in schools,

but they have indicated a willingness to work with staff and bring programs into the library with the promise of the meeting room space that will be available in the new Main Library.

The Library currently provides programming and workshops for children. The staff would like to build on the current base of activities and expand it so that immigrant children will have the opportunity to learn about their own culture and heritage but also about the culture and heritage of other children. There will be additional space for multi-lingual written and audio visual materials so that children can learn or retain their native language as they learn English. On staff are Youth Services Librarians who have studied in the special needs of immigrant children who will be able to provide additional support for developing programs targeted to this growing community. The new Main Library will reflect the energy and richness of the multi-cultural community it serves.

In providing an expanded outreach to new immigrants, the San Diego Main Library will form partnerships with a number of agencies whose concern is also for the new immigrants. Figure 33 contains a brief description of some of those partners.

Figure 33: Partner Organizations for Outreach to New Immigrants	
ORGANIZATION	**WEBSITE**
Parent Institute for Quality Education	www.piqe.org
San Diego County Bar Association	www.sdcba.org/
San Diego La Raza Lawyers Association	www.sdlrla.com
San Diego Police Department - Multi-Cultural Community Relations	www.sandiego.gov/police
San Diego State University - Office of Educational Opportunity/Ethnic Affairs	www.sdsu.edu
Other Potential Partners	
San Diego County Office of Education	www.sdcoe.k12.ca.us
County of San Diego Health & Human Services	www.co.san-diego.ca.us
Saint Vincent de Paul Village	www.svdpv.org
California Parent Center	parent.sdsu.edu

EXECUTIVE SUMMARY: LIBRARY SERVICE NEEDS

The Public Library Association's *The New Planning for Results* identifies 13 possible service roles that a public library might adopt in response to its community's needs. A service was defined as "what a library does for, or offers to, the public in an effort to meet specific community needs." Given that the Main Library is the heart of the San Diego Public Library system, serves as a primary center for library services throughout the City and the County, and is a de facto branch library for its own neighborhood, it should offer all of them! To those, we offer one addition: youth development.

The San Diego Public Library also conducted a survey to determine the relative importance of various library *services* that might be offered to meet the community needs expressed by citizens. Three groups of people were asked to respond to the survey instrument:

❖ Youth service librarians from throughout the Library system took copies to selected schools in their service area for students, teachers and school administrators to complete.

❖ Section directors in the Central Library held discussions with 12 organizations and agencies with which the Library does or hopes to partner in the future, and requested representatives of those groups to complete the survey.

❖ Copies of the survey were passed out to library patrons throughout the system.

A total of 1,086 individuals responded, nearly 66% students. Slightly more males than females completed the survey. Respondents' ethnicity reflected the diversity of the community. Nearly 60% use the public library regularly or very often, but that statistic must be considered in light of the fact that most of the parents or community members who completed the survey obtained the survey instrument at the Library itself.

Respondents were asked to indicate whether they felt the Main Library should provide each of 14 services on a continuum from *Strongly Agree* to *Strongly Disagree*. In addition, respondents were asked to complete a short demographic section (no names were requested).

It may come as no surprise that residents of San Diego would like their Main Library to do everything! While it is possible to identify some degrees of difference in perceived importance of the 14 possible services, those differences all exist at what might be called the " high end" of the scale. The service of highest perceived importance was "Provide information and programs to help students be successful in their studies." The service receiving the second highest rating was "Help individuals become familiar with computers and other ways of finding information."

Responses were analyzed according to the role respondents identified for themselves: student, teacher/administrator, community member/library patron. For each group, the mean rating given to each service area was calculated, and assigned a rank order number. Thus, the statement that received the highest mean rating was assigned a rank of 1; with the statement receiving the lowest mean rating assigned a rank of 14.

There are both commonalities and differences across the three groups. All three groups included two service areas among their top five:

❖ Provide information and programs to help students be successful in their studies

❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life

Three other service areas were ranked among the top five by two of the three groups:

❖ Help individuals become familiar with computers and other ways of finding information

❖ Provide general information to answer questions about most any topic

❖ Provide information about current events and topics

Males and females differed in their ratings on several service areas:

❖ Males rated providing literacy services much higher than females.

❖ Females ranked providing a place to meet much higher than males.

❖ Females also rated providing business and career information higher than did males.

❖ Men rated providing materials and programs to help people be aware of their heritage and history, and the heritage of other people higher than did females.

Highlights of analysis by ethnic origins include these:

❖ Each group identified providing information and programs to help students be successful in their studies as the highest priority. This must be interpreted while considering that nearly 75% of the respondents in this survey were students, teachers, or administrators.

❖ Four of the five groups said helping individuals become familiar with computers and other ways of finding information was important.

❖ Three out of five groups included providing general information, current events, literacy services, and lifelong learning support service areas among their top five.

Respondents, irrespective of how much they report currently using the public library, agree that the primary service area for the Main Library should be to help students (again, caution must be exercised in light of the relative size of the education-oriented population that responded). There are some slight differences between heavy library users and non-users, but relative ratings tend to be consistent across usage groups.

ANALYSIS OF LIBRARY SERVICE NEEDS

Given this set of needs in the San Diego community and in the San Diego Unified School District, what are the corresponding needs for library services from a new Main Library? This section provides an analysis of the library service needs that reflect the general needs expressed in the community.

Community Needs from the Perspective of the Library

Up to this point in this document, the focus has been on needs of the community. In this section, focus is on the library itself: the kinds of service alternatives that exist for the Main Library to address the needs identified by the community.

The Public Library Association's *The New Planning for Results (*Nelson, 2001) publication identifies 13 possible service roles that a public library might adopt in response to its community's needs. A library service response was defined as "what a library does for, or offers to, the public in an effort to meet specific community needs." (p. 63) Figure 34 contains a summary of the 13 library service responses.

From the Main Library perspective, the question is: which of these 13 service responses should be offered to the San Diego community to meet the needs expressed by that community?

The Main Library *will be* the main library in the San Diego Public Library system, and serves as both a primary center for library services throughout the City and the County, and as a branch library for its own neighborhood as well. The Main Library must offer, in some form, all of the 13 service response areas identified in the Public Library Association document.

BASIC LITERACY:
A library that offers Basic Literacy service addresses the need to read and to perform other essential daily tasks.

BUSINESS AND CAREER INFORMATION:
A library that offers Business and Career Information service addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.

COMMONS:
A library that provides a Commons environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

COMMUNITY REFERRAL:
A library that offers Community Referral addresses the need for information related to services provided by community agencies and organizations.

CONSUMER INFORMATION:
A library that provides Consumer Information service helps to satisfy the need for information to make informed consumer decisions and to help residents become more self-sufficient.

CULTURAL AWARENESS:
A library that offers Cultural Awareness service helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.

CURRENT TOPICS AND TITLES:
A library that provides Current Topics and Titles helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

FORMAL LEARNING SUPPORT:
A library that offers Formal Learning Support helps students who are enrolled in a formal program of education or who are pursuing their education through a program of homeschooling to attain their educational goals.

GENERAL INFORMATION:
A library that offers General Information helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.

GOVERNMENT INFORMATION:
The library that offers Government Information service helps satisfy the need for information about elected officials and government agencies that enables people to participate in the democratic process.

INFORMATION LITERACY:
A library that provides Information Literacy service helps address the need for skills related to finding, evaluating, and using information effectively.

LIFELONG LEARNING:
A library that provides Lifelong Learning service helps address the desire for self-directed personal growth and development opportunities.

LOCAL HISTORY AND GENEALOGY:
A library that offers Local History and Genealogy service addresses the desire of community residents to know and better understand personal or community heritage.

Asking the Public about Library Services

The community needs assessment described in detail above focused on obtaining data on what the public felt were its needs for information and services that the public library might be expected to address. The San Diego Public Library also conducted a survey to determine the relative importance of various library *services* that might be offered by the Main Library. The survey was structured around the 13 potential service responses identified by the PLA, plus a 14th area, youth development, that the San Diego Public Library felt should be added to the list.

Survey Population

Three groups of people were asked to respond to the survey instrument:

❖ Youth service librarians from throughout the San Diego Public Library system personally took copies of the instrument to selected schools in their service area, and asked students, teachers, and school administrators to complete the survey.

❖ Section directors in the Central Library held discussions with 12 organizations and agencies with which the Library does or hopes to partner in the future, and requested representatives of those groups to complete the survey.

❖ Survey instruments were passed out to patrons of libraries throughout the system.

The Survey Instrument

Respondents were asked to indicate whether they felt the Main Library should provide each of 14 services. Respondents were asked to check on a continuum from *Strongly Agree* to *Strongly Disagree* how they felt about each service area. In addition, respondents were asked to complete a short section about themselves (no names were requested).

Respondent Profile

The number of completed surveys from each of the groups was as follows:

STUDENTS	**692**
TEACHERS AND ADMINISTRATORS	**89**
LIBRARY PATRONS (COMMUNITY MEMBERS AND PARENTS)	**273**
PARTNERS ORGANIZATIONS	**32**
TOTAL	**1,086**

Figure 35 contains a summary of characteristics of the group completing survey instruments. Nearly 66% of the surveys were completed by students. Slightly more males than females completed the survey. The ethnicity of the respondents underscores the general diversity of the San Diego community. Nearly 60% of the respondents indicated they used the public library regularly or very often, but that statistic must be considered in light of the fact that most of the parents or community members who completed the survey obtained the survey instrument at the Library itself.

Figure 35: Profile of Respondents in Library Service Survey	
ROLE	**PERCENT**
Elementary or secondary student	65.8%
Teacher	7.0%
School Administrator	1.4%
Parent	10.5%
Community Member	15.3%
TOTAL	100.0%
Gender	
Male	53%
Female	47%
Ethnicity	
American Indian/Alaska Native	3.5%
Asian	5.2%
Black or African-American	10.6%
Hispanic or Latino	47.7%
Native Hawaiian or Pacific Is	1.5%
White	31.5%
Public Library Use	
Not al all	11.7%
Seldom	27.5%
Regularly	35.5%
Very Often	25.3%

Survey Results

It comes as no surprise that the residents of San Diego would like their Main Library to do everything! While it is possible to identify some degrees of difference in perceived importance of the 14 possible areas of library service presented to respondents, those differences all exist at what might be called the "high end" of the scale. That is, the percentage of persons agreeing or strongly agreeing with the service statements without exception was greater than the percentage of respondents who strongly disagreed or disagreed that a particular service area was important for the Main Library.

Figure 36 summarizes the percentage of respondents who disagreed/ strongly disagreed or agreed/strongly agreed with the statement that the Main Library should offer a particular service area.

SERVICE STATEMENT	% WHO STRONGLY DISAGREE OR DISAGREE	% WHO AGREE OR STRONGLY AGREE
Figure 36. Percent of Survey Respondents Agreeing or Disagreeing with Statements about the Importance of Specified Library Services		
Offer basic literacy services.	7.8	72.4
Offer business and career information to help people run businesses and get jobs.	11.3	69.8
Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	10.1	69.8
Offer information about community resources and services.	10.5	71.0
Offer information to help people make good decisions about purchasing and taking care of items they need.	16.3	53.8
Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	9.4	68.4
Provide information about current events and topics.	6.9	75.6
Provide information and programs to help students be successful in their studies.	6.2	84.2
Provide general information to answer questions about most any topic.	7.8	74.4
Offer information about the government, or information produced by the government.	12.9	63.8
Help individuals become familiar with computers and other ways of finding information.	6.5	78.9
Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	8.4	76.5
Provide information about local history, and about genealogy (the history of families).	9.8	65.3
Provide opportunities for young persons to develop leadership and personal skills.	12.0	68.4

Another way to examine the survey data is to look at the relative importance of the service statements, as viewed by the groups who completed the survey instrument. A sense of relative importance can be obtained by considering the percentages of individuals who agreed or strongly disagreed with each statement, as shown in Figure 36. For example, for respondents as a whole, the service statement "Provide information and programs to help students be successful in their studies" appears to be of highest priority (84.3% of the respondents Agreed or Strongly Agreed with that statement). To consider more carefully the relative importance of the service statements, analyses

were conducted using the demographic data collected from each respondent as a way of breaking down the total group into constituent parts.

Role Groups

Figure 37 contains information about how the different groups participating in the survey rated the importance of the 14 service areas. For each group (students, teachers and administrators, and community members/library patrons), the mean rating given to each service area was calculated, and assigned a rank order number. Thus, the statement that received the highest mean rating was assigned a rank of 1, with the statement receiving the lowest mean rating assigned a rank of 14. Looking at Figure 37 permits the reader to see differences that exist among the three groups with respect to the relative importance of service areas.

	STUDENTS	TEACHER/SCHOOL ADMINISTRATORS	COMMUNITY MEMBERS
Figure 37: Rankings of Service Statements by Role Groups			
Offer basic literacy services	7	8	9
Offer business and career information to help people run businesses and get jobs.	8	11	10
Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	10	6	11
Offer information about community resources and services.	12	14	4
Offer information to help people make good decisions about purchasing and taking care of items they need.	14	12	14
Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	9	10	8
Provide information about current events and topics.	6	5	5
Provide information and programs to help students be successful in their studies.	1	3	1
Provide general information to answer questions about most any topic.	3	7	3
Offer information about the government, or information produced by the government.	13	13	6
Help individuals become familiar with computers and other ways of finding information.	2	1	7
Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	5	4	2
Provide information about local history, and about genealogy (the history of families).	11	2	12
Provide opportunities for young persons to develop leadership and personal skills.	4	9	13

For students, the top five service areas for the Main Library would be:

- ❖ Provide information and programs to help students be successful in their studies.

- ❖ Help individuals become familiar with computers and other ways of finding information.

- ❖ Provide general information to answer questions about most any topic.

- ❖ Provide opportunities for young persons to develop leadership and personal skills.

- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

Teachers and school administrators designated these five service statements as most important:

- ❖ Help individuals become familiar with computers and other ways of finding information.

- ❖ Provide information about local history, and about genealogy (the history of families).

- ❖ Provide information and programs to help students be successful in their studies.

- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

- ❖ Provide information about current events and topics.

And community members (patrons of the current Central Library and branches) indicated their top five were as follows:

- ❖ Provide information and programs to help students be successful in their studies.

- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

- ❖ Provide general information to answer questions about most any topic.

- ❖ Offer information about community resources and services.

- ❖ Provide information about current events and topics.

There are both commonalities and differences across the three groups. All three groups included two service areas among their top five:

- ❖ Provide information and programs to help students be successful in their studies.

- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

Three service areas were ranked among the top five by two of the three groups:

- ❖ Help individuals become familiar with computers and other ways of finding information.

- ❖ Provide general information to answer questions about most any topic.

- ❖ Provide information about current events and topics.

Gender

The service statement rating responses were also analyzed by gender. That is, do males and females have different priorities as to service areas the Main Library should provide? Figure 38 contains the results of that analysis.

SERVICE STATEMENTS	MALES	FEMALES
Figure 38: Rankings of Service Areas by Gender		
Offer basic literacy services.	4	8
Offer business and career information to help people run businesses and get jobs.	11	7
Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	10	6
Offer information about community resources and services.	9	11
Offer information to help people make good decisions about purchasing and taking care of items they need.	14	14
Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	7	10
Provide information about current events and topics.	6	4
Provide information and programs to help students be successful in their studies.	1	1
Provide general information to answer questions about most any topic.	5	3
Offer information about the government, or information produced by the government.	13	13
Help individuals become familiar with computers and other ways of finding information.	2	2
Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	3	5
Provide information about local history, and about genealogy (the history of families).	12	12
Provide opportunities for young persons to develop leadership and personal skills.	8	9

Males and females differed in their ratings on several service areas:

❖ Males rated providing literacy services much higher than females.

❖ Females ranked providing a place to meet much higher than males.

❖ Females also rated providing business and career information higher than did males.

❖ Men rated "Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people" higher than did females.

Ratings of the other service areas were similar between males and females.

Ethnic Groups

Library staff also examined respondent survey returns by ethnic origins to which respondents reported they belonged. Figure 39 depicts the findings from that analysis. [Note: due to the relatively small number of Native Hawaiian or Pacific Islanders who completed the survey (N=16), this group is not included in the analysis in Figure 39.]

SERVICE STATEMENT	AMERICAN INDIAN/ ALASKA NATIVE	ASIAN	AFRICAN AMERICAN	HISPANIC OR LATINO	WHITE
Offer basic literacy services to help people learn to read and perform daily tasks.	4	8	2	5	9
Offer business and career information to help people run businesses and get jobs.	5	10	5	9	11
Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	7	9	13	8	7
Offer information about community resources and services.	10	12	10	11	6
Offer information to help people make good decisions about purchasing and taking care of items they need.	13	14	12	14	14
Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	9	6	3	10	8
Provide information about current events and topics.	3	3	7	7	3
Provide information and programs to help students be successful in their studies.	1	1	1	1	1
Provide general information to answer questions about most any topic.	2	2	9	6	2
Help individuals become familiar with computers and other ways of finding information.	6	5	4	2	5
Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	8	4	8	3	4
Provide information about local history, and about genealogy (the history of families).	12	11	11	12	12
Provide opportunities for young persons to develop leadership and personal skills.	11	7	6	4	13

Figure 39. Rankings of Service Areas by Ethnic Group

For Native/American Indian respondents, these five service areas comprised the top five:

- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Provide general information to answer questions about most any topic.
- ❖ Provide information about current events and topics.
- ❖ Offer basic literacy services to help people learn to read and perform daily tasks.
- ❖ Offer business and career information to help people run businesses and get jobs.

Persons with Asian origins completing the survey rated as their top five service areas the following:

- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Provide general information to answer questions about most any topic.
- ❖ Provide information about current events and topics.
- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.
- ❖ Help individuals become familiar with computers and other ways of finding information.

Black or African American respondents rating the following as their top five choices:

- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Offer basic literacy services to help people learn to read and perform daily tasks.
- ❖ Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.
- ❖ Help individuals become familiar with computers and other ways of finding information.
- ❖ Offer business and career information to help people run businesses and get jobs.

Hispanic or Latino individuals responding to the survey selected the following service areas as their preferred priorities for the Main Library:

- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Help individuals become familiar with computers and other ways of finding information.
- ❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.
- ❖ Provide opportunities for young persons to develop leadership and personal skills.
- ❖ Offer basic literacy services to help people learn to read and perform daily tasks.

And respondents who indicated their origins were White rated these five service areas as most important:

- ❖ Provide information and programs to help students be successful in their studies.
- ❖ Provide general information to answer questions about most any topic.
- ❖ Provide information about current events and topics.

❖ Provide information and programs that will help any person who wishes to continue learning throughout his or her life.

❖ Help individuals become familiar with computers and other ways of finding information.

Highlights of analysis by ethnic origins include these:

❖ Each group identified "Provide information and programs to help students be successful in their studies" as the highest priority service area for the Main Library. This outcome must be interpreted in recognition that nearly 75% of the respondents in this survey were students, teachers, or administrators.

❖ Four of the five groups argued for the Main Library to "Help individuals become familiar with computers and other ways of finding information."

❖ Three out of five groups included providing general information, current events, literacy services, and lifelong learning support service areas in their top five choices.

Library Usage

Finally, the Library sought to determine if the current level of use of the public library influenced what services respondents thought were important for the new Main Library to offer to the public. Figure 40 illustrates how individuals expressing different amounts of library usage rated the service statements.

SERVICE STATEMENT	NOT AT ALL	SELDOM	REGULARLY	VERY OFTEN
Offer basic literacy services to help people learn to read and perform daily tasks.	10	5	4	7
Offer business and career information to help people run businesses and get jobs.	4	8	9	12
Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	5	10	10	6
Offer information about community resources and services.	9	11	8	10
Offer information to help people make good decisions about purchasing and taking care of items they need.	13	14	14	14
Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	8	7	11	8
Provide information about current events and topics.	7	4	5	5
Provide information and programs to help students be successful in their studies.	1	1	1	1
Provide general information to answer questions about most any topic.	6	3	6	4
Offer information about the government or information produced by the government.	14	13	13	9
Help individuals become familiar with computers and other ways of finding information.	2	2	2	3
Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	11	6	3	2
Provide information about local history, and about genealogy (the history of families).	12	12	12	11
Provide opportunities for young persons to develop leadership and personal skills.	3	9	7	13

Figure 40. Rankings of Service Areas by Frequency of Library Usage

Respondents, irrespective of how much they report currently using the public library, agree that the primary service area for the Main Library should be to help students (again, caution must be exercised in light of the relative size of the student population that responded to the survey.). People reporting the most use of the public library see support for student learning as a primary service. Figure 40 illustrates some differences between heavy library users and non-users, but in some respects relative ratings tend to be consistent across usage groups.

Partner Organizations

Thirty-two individuals associated with 12 partner organizations completed the written survey instrument pertaining to services to be provided by the San Diego Main Library. Due to the small number of respondents, caution must be exercised in making general statements about potential partner organizations. However, the survey results do give some clues as to what partner organizations may be looking for from the new Main Library.

Of the 32 respondents, five were male and 27 female. Three respondents indicated they were Asian, 25 indicated White, three respondents indicated they were Hispanic, and one Black or African-American. Five respondents indicated they seldom used the public library, 22 said they were regular users, and five respondents said they used the public library very often.

Partner organization representatives were asked to rate each of 14 statements, indicating they extent to which they thought the new Main Library should offer the service indicated. The mean, or average, rating was calculated for each of the 14 statements. Figure 41 portrays the mean ratings; the higher the value, the more respondents tended to agree with the importance of the service in question for the new Main Library.

Figure 41. Ranking of Service Areas by Partner Organizations	
SERVICE AREA STATEMENT: RANK ORDER	**MEAN RATING**
The Main Library Should:	
7. Provide information about current events and topics.	4.69
6. Provide materials and programs to help people be aware of their heritage and history, and the heritage of other people.	4.63
3. Provide places for people to meet, see exhibits and films, and listen to lectures and concerts.	4.63
8. Provide information and programs to help students be successful in their studies	4.56
4. Offer information about community resources and services.	4.56
9. Provide general information to answer questions about most any topic.	4.56
13. Provide information about local history, and about genealogy (the history of families).	4.45
12. Provide information and programs that will help any person who wishes to continue learning throughout his or her life.	4.44
11. Help individuals become familiar with computers and other ways of finding information.	4.44
10. Offer information about the government, or information produced by the government.	4.42
1. Offer basic literacy services to help people learn to read and perform daily tasks.	4.26
2. Offer business and career information to help people run businesses and get jobs.	4.09
14. Provide opportunities for young persons to develop leadership and personal skills.	3.97
5. Offer information to help people make good decisions about purchasing and taking care of items they need.	3.74

Groupings of Library Service Needs

Recognizing that the San Diego Main Library must effectively deliver all types of library services, it is possible to categorize these services into three main groupings, for purposes of this proposal:

❖ Joint Venture Project Areas, which reflect special responses the Library will make to address needs in the elementary and secondary schools in the City of San Diego.

❖ Core Service Areas, which reflect the comprehensive nature of the Main Library's roles in the community.

❖ High Priority Service Areas, which reflect the high priority service areas the Main Library must serve.

The Library Plan of Service, presented in another volume of this proposal, includes a lengthy discussion of each service area proposed for the Main Library, organized by the groupings identified above.

EXECUTIVE SUMMARY: SERVICE LIMITATIONS

All hope abandon, ye who enter here!
Dante, The Inferno

The City of San Diego Central Library...never have I found a better example of how outdated form can erode, to the point of endangering, the present-day function of a great, and I believe noble, public enterprise. I have worked for twenty years in this library, at the busy public Information Desk inside the library entrance. Over the course of those years I have developed an edifice complex which is shared by patrons, staff, and those at-large citizens who consider public libraries, and in this case, a City of San Diego main library, a civic necessity.

San Diego Central Library staff member

This opening paragraph captures the facility's service limitations. It clearly articulates the need for a new Main Library.

The present Central Library was constructed in 1954. The building has 144,624 square feet, of which only 31% (45,300 square feet) is accessible to the public. Square footage per capita is a common measure used to compare library facilities: San Diego's current Central Library provides 0.11 square foot per capita. In comparison, the average of 30 central libraries serving the nation's largest urban areas is 0.42 square foot.

It was recognized at the time of construction in 1954 that collection and seating needs would outgrow building capacity in 20 years. The rate of population growth in San Diego was far greater than envisioned, making the size of the library inadequate long before then. While the original design allowed for two additional floors, today vertical expansion is virtually impossible because of changes in the City Building Code. Furthermore, the building contains asbestos throughout, which makes renovation difficult and very costly.

The building design and its furnishings are outdated and present serious public service problems. Two of the existing floors are basement level, not accessible to the public, yet contain 60% of the book collection. Crowded conditions at service points and in stack areas throughout the building make it difficult for staff to assist patrons in locating the information or materials they need. There are no viewing or listening facilities for the Library's large media collection and no study areas anywhere in the building for individual or small groups. The express Internet terminals are crammed between display shelves for new books and magazines, making it difficult for patrons to browse these materials. There is no area for providing typewriters, fax machines, and other office equipment for public use.

In many of the subject sections there is no room to shelve reference materials in proximity to the public service desk, making it difficult for staff to access these resources quickly. With so much of the collection housed in storage, librarians are further limited in the amount of research they can do for patrons on a timely basis. As a result, service is inefficient, patrons are unhappy and library staff is frustrated.

The check-in/check-out service area, with its split configuration, lacks sufficient space for conducting business and is inefficient in terms of staff utilization and patron flow. Long check-out lines during peak periods extend into the lobby, impeding access to first floor subject sections. Cramped quarters in the Children's Room place considerable constraints on the services staff is able to provide for students, teachers and parents. Quiet, private areas for tutoring and homework help are nonexistent and there is no space to accommodate a computer lab, parenting center, or listening stations.

Originally, the library was designed to house 750,000 volumes, which was exceeded in the early 1970s. Central Library staff has developed a collection of tremendous depth and breadth that includes approximately 778,000 books and audio-visual materials for adults, young adults, and children; 1,723,000 government documents; 90,000 volumes of bound periodicals; 600,000 microforms; and 500,000 pictures. With an average of 550,000 items used in the Library each year and approximately 650,000 items circulated annually, this in-depth collection makes the Central Library the largest public resource center south of Los Angeles.

Shelving capacity at the Central Library was reached long ago and there is no room to house additional materials without significant compromises. Only the transfer of more than 100,000 items to microforms, and the continuous shifting and weeding of materials has allowed adequate service to continue. Collection growth, projected at 20,000 volumes per year, cannot be accommodated in the existing facility. For nearly every book added to the open shelves, one must be discarded or sent to storage. Shelves are so crowded, many books must be stacked sideways on top of other books, making browsing difficult and giving the collection a jumbled, uninviting appearance. With so much of collection shelved in closed storage areas, opportunities for patrons to browse and conduct research are limited. In the Children's Room, as in other sections of the Central Library, the shelving crunch has made it necessary to house a significant amount of material in basement areas. As a result, in-depth collections of picture books, fiction for grades 3-8, nonfiction subjects for grades K-8, and historical children's literature are grossly underutilized. Space constraints are such that critical areas of the collection serving K-12 needs are being maintained at totally inadequate levels.

When the library was opened there were 423 reader seats. To accommodate additional shelving and computer workstations, comfortable seating has been reduced substantially. The few tables that remain for public use are very close together and provide insufficient space for readers to spread out materials. The Children's Room has space for only half the number of tables and chairs needed to accommodate visiting classes and students working on class assignments.

Meeting room space in the current Central Library is woefully inadequate to meet present demand and this places a severe limitation on programming initiatives. The chronic shortage of meeting room space has significantly hindered efforts to provide an adequate level of children's programming at the Central Library. Similarly, the Central Library does not have even minimal exhibit space for local art, children' art, and other exhibits of potential interest to the community.

The list of service limitations extends to technology-based services, special facilities services and so on: The list seems endless. It is past time for San Diego to have a new Main Library.

SERVICE LIMITATIONS OF EXISTING CENTRAL LIBRARY

A Staff's Perspective

The City of San Diego Central Library...never have I found a better example of how outdated form can erode, to the point of endangering, the present-day function of a great, and I believe noble, public enterprise. I have worked for 20 years in this library, at the busy public Information Desk inside the library entrance. Over the course of those years I have developed an edifice complex which is shared by patrons, staff, and those at-large citizens who consider public libraries, and in this case, a City of San Diego main library, a civic necessity.

> **"All hope abandon, ye who enter here!"**
> - Dante, The Inferno

Today was an Aordinary@ day at the Information Desk, which is to say that I walked through the library doors into the clutter, confusion, and cacophony of the first floor. I dodged the large brass floor stands displaying the library events and the local author display case in the middle of the floor. I entered the cramped history office where a total of 14 full-time, part-time and hourly staff members vie for three computers, four desks and a limited expanse of counter top. This area also houses large plastic book bins used for book transfers and an assortment of book trucks, file and supply cabinets. It is an obstacle course. I walk down the poorly lit stairwell through an equally dark storage level to the staff bathroom.

There are neither staff nor patron bathrooms on the first floor. This is a major problem for very real people.

I returned to the History Section office and checked my Adesk@ for incoming mail and memos. My Adesk@ is a two-tiered bin. It shares shelf space with five other two-tiered bins which serve as Adesks@ for five other staff members. This is where we maintain files on our projects, time sensitive memos, professional reading and written requests from the public for assistance. I have tried to make my diminutive furniture both functional and welcoming, taping the word AIN@ to the top tier. I grab a stack of papers and head for the Information Desk.

> **"Let the games begin!"**
> -Some Roman emperor or Homer Simpson

I am close to completing a phone call with a patron who is hard of hearing. As I begin to spell out, in a very loud voice, a street name, sixty kindergarten age children begin their descent from the second floor via the stairwell which doubles as an echo chamber toward the

only public exit from the building. They wait – all 120 hands, 120 feet, and 60 pairs of lungs, less than 15 feet from my desk. Two patrons at the copy machines in the same area are pinned against the wall, and all the other patrons in the area are now funneled into a narrow space between the Information Desk and racks of paperback books. If it was a Friday, Saturday or Sunday, the library volunteers would also be holding their book sale in the same area, with tables and book trucks adding to the chaos. Welcome to ASurvivor,@ library style. In an even louder voice, I ask the patron on the phone to hold until the noise subsides and use the time to direct patrons waiting at the desk. I inform a patron who has brought in her laptop computer that there is only one outlet (!) in the library available for her to plug in her computer. I direct patrons to the express Internet terminal location on the first floor, an extremely popular service point where too many patrons are confined to an area shared with the new book shelves, rows of public access catalogs and periodical display stands with more than 600 titles. There is also a large table nearby with tax forms. All of these resources are extremely popular and heavily used.

Even the simple act of giving directions is a difficult task- all of the sight lines are blocked or obliterated by displays, columns, shelving and racks. I perform a St. Vitus dance, pointing and bobbing toward areas that patrons standing at the desk cannot see. In this first floor juggernaut the multiplicity of demands for diverse resources is reduced, by virtue of the severe space limitations, to competing or mutually exclusive activities. Waiting Internet patrons push their chairs into the new book shelving, making access difficult for patrons who run in on their lunch hour with twenty five cents in the parking meter, to grab a new book and get out before they find a twenty dollar parking ticket on their windshield. The waiting Internet patrons tend to chat among themselves, which is distracting to patrons who are browsing the periodicals or researching information on the online catalogs. Patrons search for telephone books and oversized history books in this same area. The few tables and chairs that remain on the floor are in the back of the room. The lighting is inadequate, there is no truly quiet area, and there are no small study rooms to be found anywhere in the library.

A patron maneuvers his wheelchair to the Information Desk. On a number of occasions Eric has requested a paper cup full of water from me. There are no water fountains in the building that can accommodate patrons in wheelchairs. This is a problem for very real people.

The City of San Diego has at least 30 more languages and a million more people than when this library opened in 1954. At that time, asbestos and civil defense shelters were good- our library has a great deal of the former and was constructed to also serve as the latter. The slide rule dominated the world of complex computations. Individuals with physical and emotional handicaps were consigned to their homes or institutions. In the ensuing decades, the initial vision of what a central library should be has never been abandoned, but rather expanded upon to reflect the sheer growth and astounding diversity of our population, and the then unforeseen technological development of computers. The Central Library belongs to an incredibly broad spectrum of people, including groups of children; Internet users; individuals with disabilities; devotees of the latest books; patrons who need a fact, a form or a wiring diagram; attendees of our films, concerts, business workshops and cultural programs; and those marvelous individuals who happily give themselves up for hours to the richness of human expression found in the printed words and images only available in the Central Library. Day in and day out, the Central Library staff is there anticipating public needs and expectations and trying to provide the resources and programs to match them. A new Central

Library that can function, truly function, as an accessible multi-purpose enterprise is desperately needed.

"Things fall apart; the center cannot hold;"
-Yeats, The Second Coming

But creating the space and providing the equipment and furnishings for one use is always at the expense of another equally important or popular use. The Literature Section lost a significant number of book shelves to a new and much needed Young Adult collection. Cataloging, acquisitions, and technical services were moved to an off-site location to accommodate a computer lab. Even a former staff bathroom and dining area in the basement storage area were commandeered for additional office space. These are just a few of the Faustian choices that we are forced to make in this building. Each choice reflects the grim and relentless jockeying for space, and each choice marginalizes yet another subject collection, amenity or support function.

The necessary upgrading, reconfiguring and maintenance of this building are costly, often disruptive to staff and patrons and of questionable success. Over the course of 20 years, I have seen more than one HVAC system installed. Yet some portions of the library are always too cold while others are too hot and the staff is virtually unanimous in questioning the efficacy of the air filtration system in removing the Ajoims and shmuz@ found in an old inner-city library. More oxygen molecules would also be welcome.

Staff has watched with horror and despair as water poured out of the ceiling-the result of backed up plumbing in a second floor restroom-onto encyclopedias and one of a kind reference books. The necessary triage has been performed more than once.

When computer cables were installed and the circulation desk area was modified to meet ADA requirements, the thick concrete slab floors (think bunker- this was a civil defense shelter) had to be jack-hammered. The jack-hammering took place over an extended period of time, including hours when the library was open. This type of retrofitting is painfully disruptive to staff and patrons.

This building is held together with brass polish, duct tape, the sheer commitment and moxie of library staff and the truth is....

AIt=s dead, Jim@
- Bones, Star Trek

The Existing Facility

As suggested earlier in this assessment, the City of San Diego, with strong support from the citizenry, decided three decades ago that a new Main Library must be built. The reason for this decision is that the current Central Library presents insurmountable obstacles to a contemporary library plan of service.

The present Central Library, located on the north side of E Street between Eighth and Ninth streets, was constructed in 1954. The building is 144,624 square feet gross, of which only 45,300 square feet is accessible to the public. Square footage per capita is a common measure used to compare library facilities: San Diego's current Central Library provides 0.11 square feet per capita. In

comparison, the average of 30 central libraries serving the nation's largest urban areas is 0.42 square feet.

It was recognized at the time of construction in 1954 that the collection and seating needs would outgrow building capacity within a 20-year period. The rapid rate of population growth in San Diego was far greater than planners envisioned, making the size of the library inadequate long before the projected 20 years. While the original design allowed for two additional floors, vertical expansion is virtually impossible because changes in the City Building Code prohibit the construction of additional floors without bringing the entire building into compliance with the current code. Furthermore, the building contains asbestos throughout, which makes renovation difficult and very costly.

Public Services

The building design and its furnishings are outdated and present serious public service problems. Two of the existing floors are basement level, not accessible to the public, and contain 60% of the book collection. Crowded conditions at service points and in stack areas throughout the building make it difficult for staff to assist patrons in locating the information or materials they need. There are no viewing or listening facilities for the Library's large media collection and no study areas anywhere in the building for individual or small groups. The express Internet terminals are crammed between display shelves for new books and magazines, making it difficult for patrons to browse these materials. There is no area for providing typewriters, fax machines, and other office equipment for public use.

In many of the subject sections there is no room to shelve reference materials in close proximity to the public service desk, making it difficult for staff to access these resources quickly in response to patron inquiries. With so much of the collection housed in basement storage areas, librarians are further limited in the amount of research they can do for patrons at the time of the request. As a result, service is inefficient, patrons are unhappy and library staff is frustrated and frazzled.

The check-in/check-out service area, with its split configuration, lacks sufficient space for conducting business and is inefficient in terms of staff utilization and patron flow. Long check-out lines during peak periods extend into the lobby, impeding access to first floor subject sections.

Cramped quarters in the Children's Room place considerable constraints on the services staff are able to provide for students, teachers and parents. Quiet, private areas for tutoring and homework help are nonexistent and there is no space to accommodate a computer lab, parenting center or listening stations. The lack of a multi-purpose area for class visits, storytimes, crafts activities, parenting and family literacy workshops, and special events severely limits the number, variety and size of K-12 programs that can be offered. Students who come to the Children's Room to research class assignments frequently are unable to access the resources they need because there are too few computers to meet the demand and no room to add more workstations. Teachers who bring classes to the Children's Room to work on projects must crowd their students around a few small tables in the reading area or must split the group in half and make two trips. Library skills classes are difficult to conduct because many of the students must sit on the floor.

Collections

Originally, the Central Library was designed to house 750,000 volumes, which was exceeded in the early 1970s. Central Library staff has developed a collection of tremendous depth and breadth that includes approximately 778,000 books and audio-visual materials for adults, young adults, and children; 1,723,000 government documents; 90,000 volumes of bound periodicals; 600,000 microforms; and 500,000 pictures. These holdings date from 3000 B.C. Babylonian clay tablets to the latest issue of *Time,* and include more than 500,000 unique titles that are too expensive to duplicate in the San Diego Public Library branches or at other library systems within San Diego County. With an average of 550,000 items used in the Library each year and approximately 650,000 items circulated annually, this in-depth collection makes the Central Library the largest public resource center south of Los Angeles.

Shelving capacity at the Central Library was reached long ago and there is no room to house additional materials without significant compromises. Only the transfer of more than 100,000 items to microforms, and the continuous shifting and weeding of materials has allowed adequate service to continue. Collection growth, projected at 20,000 volumes per year, cannot be accommodated in the existing facility. For nearly every book added to the open shelves, one must be discarded or sent to storage. Shelves are so crowded, many books must be stacked sideways on top of other books, making browsing difficult and giving the collection a junky, uninviting appearance. Staff spends an enormous amount of time dealing with shelving issues. The Central Library's fiction librarian devotes two to three hours a day just making room for new books. Section supervisors invest considerable time and effort planning where and how to fit new, used, or cannibalized shelving for yet another year. Every last inch of space must be utilized to squeeze in any additional shelving or furniture.

With 60% of the collection shelved in closed stacks in basement storage areas, opportunities for patrons to browse and conduct research are limited. The lack of open shelving for frequently requested items such as auto repair manuals; oversized art, photography and pictorial history books; genre fiction and literary classics; biographies; travel guides; foreign language publications; videos and audio books; sheet music; company directories and statistical resources; illustrated histories of costume; ship registers; and standard reference works in all subject areas severely restricts use of these materials by the public and staff.

In the closed stack area of the San Diego Heritage Room, materials are piled precariously on top of book shelves and file cabinets. Rolled maps dating back 10 years line the top of map cases and framed photographs and assorted archival materials are tucked away in nooks and crannies throughout the area. Rows of old history books awaiting staff review sit just under the windows, where a heavy rain or ceiling leak could seriously damage them. Aisles between book shelves are narrow and the small amount of remaining floor space is filled with book trucks packed with overflow items. A single chair provides the only place to sit, but materials stacked on the chair seat must be removed before sitting down. Lighting in the stacks is dim, making it difficult to locate shelved items. Several projects in progress are spread out here and there on any available surface. Amid various layers of dust, staff must follow carefully defined paths to make their way around the accumulation of books, boxes, and stacks of items. Appropriate air quality and humidity levels, essential for the preservation of special collections, are not maintained.

In the Children's Room, as in other sections of the Central Library, the shelving crunch has made it necessary to house a significant amount of material in basement storage areas not accessible to the public. As a result, in-depth collections of picture books, fiction for grades 3-8, nonfiction subjects for grades K-8, and historical children's literature are grossly underutilized. Space constraints are such that critical areas of the collection serving K-12 needs are being maintained at totally inadequate levels. Items such as curriculum tools for teachers, parenting guides, home schooling materials, multicultural book kits, homework topic resources, school textbooks, and non-English language materials are collected at minimal levels. Twice the number of non-book materials such as videos, DVDs, music CDs, and books on tape are needed to meet demand. Storytelling and reading aloud techniques, phonics, finger plays, and bibliotherapy are other areas where materials are in short supply. Until these collections are expanded to acceptable levels, children, parents and teachers who rely on the Children's Room to provide these types of resources will continue to leave empty handed.

Reader's Seating

Seating capacity in the current Central Library is 409, with seats located in seven subject sections and at public access computers on three floors, as follows:

Figure 42: Reader Seating in Current Central Library		
TYPE SEATING	FOR	NUMBER
Public	Adult	380
Public	Juvenile	29
Public	Total	409
Reader	Adult	309
Reader	Juvenile	24
Reader	Total	333

Reader seating when the library was opened in 1954 consisted of 423 seats. To accommodate additional shelving and computer workstations, comfortable reader seating has been reduced substantially. The few tables that remain for public use are very close together and provide insufficient space for readers to spread out library materials. Patrons working with oversized art books or bulky business directories have little room to maneuver. Considering the large collection of reference materials the Central Library maintains for in-library use only, reader seating is particularly inadequate, especially on weekends when the library is most used. Nor is there room anywhere in the building for study carrels or private seating areas for small discussion groups. The Children's Room has space for only half the number of tables and chairs needed to accommodate visiting classes and students working on class assignments. The lack of seating makes it difficult to conduct K-12 programs of any kind, as students must crowd together around a few tables or sit on the floor.

Meeting Rooms and Exhibit Areas

Meeting room space in the current Central Library is woefully inadequate to meet present demand and this places a severe limitation on programming initiatives. The current facility has a single auditorium-style room, with a seating capacity of 185 in a fixed arrangement. There is also a meeting room which accommodates 35 people and a conference room, originally designated to be used for Board of Library Commission meetings, that seats approximately 24 people. These three rooms are heavily used for both Library staff and public meetings. Additional rooms of various

sizes and types of seating are sorely needed to accommodate a wide range of activities from discussion groups and tutoring sessions to poetry readings and business seminars.

The chronic shortage of meeting room space has significantly hindered efforts to provide an adequate level of children's programming at the Central Library. The Children's Room is able to accommodate only a very small percentage of public school classes requesting to attend the special programs offered for K-12 students. Hundreds of children must be turned away each month because there is simply no room to host all the classes interested in participating. With no area of its own for performances, the Children's Room is dependent on the availability of the auditorium for much of its programming. However, because the auditorium is used so heavily for other programs and cannot easily accommodate many children's programs because of its inflexible seating arrangement, only a small number of children's programs can be held there.

Similarly, the Central Library does not have even minimal exhibit space for local art, children's art, and other exhibits of potential interest to the community. What exhibits do occur must be set up in the lobby area on the main floor, crowding access to new book displays, periodicals, and computers connected to the Internet. The Library's freestanding display cases are often fully booked a year in advance for exhibits by local organizations and must be wedged-in wherever an extra few feet of floor space can be found.

Staff Offices, Workstations, Visual Supervision

Staff work space is inadequate in both size and convenience for support operations. Staff now utilizes rooms never intended for offices, e.g., the auditorium wardrobe area is now a word processing center, a former staff bathroom and break area provide office and workspace for technical support staff, and the Children's Room puppet stage doubles as an office for one of the youth services librarians.

The typical staff workroom is a clutter of desks, books trucks, file cabinets, computer workstations, delivery totes, and stacks of paper that need to be shifted back and forth or placed on the floor in order to create work space. With much-needed desk space taken up by computers, there is insufficient room for employees to perform their jobs efficiently. Some staff shares a single desk and must jockey for space to work on their assignments. In two subject sections, office space for additional staff had to be carved out public reading and reference areas. Section Supervisors do not have offices or private areas to conduct confidential personnel related meetings or to handle customer complaints. They must seek out vacant meeting rooms or out-of-the-way corners in the public reading areas. Shelving and storage cabinets are in critically short supply and there are no large, flat work areas for processing library materials or performing preservation and repair tasks.

Volunteer help is frequently turned down because of the severe space constraints, a shortage of available computers, and lack of parking. It is hoped that the new, more spacious Main Library will attract more volunteers, and that these volunteers will be interested in assisting the Library in greater capacities. In the new Main Library, two things will happen with the volunteer program. First, the number of volunteers utilized in the different sections will increase; and two, the use of volunteers will expand to include such activities as general library tours, youth development programs, preservation of records, volunteer management, free tax preparation assistance, collection maintenance.

The Children's Room office and workroom serves as the youth services coordination center for the library system, but lacks space for the shelves and cupboards needed to house the requisite materials. As a result, hundreds of review books, puppets, multicultural teacher kits, posters, storytelling props, display materials, and craft supplies are relegated to basement level storage areas that are difficult to access. Also lacking is a large processing area for preparing summer reading program materials and working on other youth services projects.

In the Circulation Section there is insufficient work space to accommodate large deliveries of returned items or house reserves awaiting pick-up. An office where staff can talk privately with patrons about their library accounts is needed.

In the Special Collections Section there is no room to handle the large quantity of gift material received, making it necessary to move these materials to the basement for processing. A secure area for working on archival projects is also needed. Currently there is no space where materials can be spread out and left undisturbed for an extended period of time.

Technology

The current Central Library technology infrastructure imposes a number of constraints on the delivery of services, including the following:

❖ The number of workstations currently available for public use is inadequate to meet the needs of the existing patron base for the Central Library. Patrons are restricted in the amount of time they can spend on computers, and there is simply an inadequate number of workstations available, as evidenced by long waiting lines to use the existing workstations.

❖ Public access to technologies to view video or DVD resources is nonexistent in the current Central Library. Further, there is not a single workstation for listening to audio tapes.

❖ The library's DRA Classic Integrated Library system is outdated, and must be replaced if patrons are to have search capacities that meet the goals of the library.

❖ The library currently does not employ desktop management tools. As a result, update and replication of software on PCs typically requires "hands-on" download of hardware images from a CD. This method is extremely labor intensive, and often results in slower than desired upgrades to individual workstations.

❖ Nearly half of the PCs in the library system are below the City-standard hardware configuration. Efforts are underway to replace those workstations.

❖ The library does not currently have adequate staff to develop and maintain library web sites in a manner consistent with best practices. For example, the library does not use metadata for information objects due to lack of adequate staff to undertake this effort.

Special Purpose Facilities

In addition to the limitations imposed on programming by the lack of adequate public meeting rooms in the current Central Library, certain special purpose functions are also limited by lack of space or inadequate infrastructure. Illustrative of the special purpose activities for which space is a problem are the following:

❖ As mentioned above, the current facility has minimal space for exhibits and displays that complement and promote collections.

❖ Large meeting room space for cultural and community events is inadequate.

❖ There is no parking designated for use by library patrons or staff.

❖ Public comfort and convenience facilities are unsatisfactory. Since 1977, a number of surveys have indicated a high level of patron and staff dissatisfaction with lighting, ventilation, elevators, restroom, and parking availability.

❖ The Central Library has developed a partnership with the San Diego Ted Williams Chapter of the Society for American Baseball Research. The collection of materials resulting from this partnership promises to be the premier collection of baseball material west of the Mississippi. However, the space needed to house the collection and to provide adequate work space in or near the collection, is totally inadequate, and threatens the viability of the collection.

❖ Currently, there are no listening or viewing facilities for individuals or small groups to take advantage of the growing collection of multimedia materials in the Central Library, a collection which will be further expanded in the new Main Library.

❖ The library has become a venue for independent filmmakers to showcase their work to the public. While the response in the community to this initiative has been very positive, the projection and sound capacities of the current library facility render these showcase activities less than satisfactory. A state-of-the-art projection system would be able to accommodate this activity more easily and would attract more users.

❖ The needs assessment activities undertaken by the San Diego Public Library and the City of San Diego, as described earlier, make it clear that the public would like the library to offer much more training in technology use than is currently the case. However, training facilities with sufficient computer terminals to provide such training are nonexistent. There is a single computer facility in the building, housing 20 terminals. This facility is used by the public, and is essentially completely scheduled at all times. If formal training is conducted, the computer facility must be closed to the public for the duration of the training, a situation which makes patrons very unhappy. The Library staff believes this is not a good situation, as the computers in this laboratory represent for many patrons the only access they have to technology-based resources.

Needed Services not Possible in Current Facility

The San Diego Public Library has identified a number of services needed in the community, as evidenced by data obtained from needs assessment activities, that cannot be provided by the current Central Library, or that are provided at a minimal level. These services include the following:

❖ The Central Library cannot provide sufficient amounts and kinds of public meeting spaces to accommodate the needs for such spaces. The needs assessment activities strongly underscore community wishes that the Main Library be a major venue for community meetings of all kinds.

- ❖ The Central Library cannot provide the amount of access to technology-based resources increasingly being demanded by the public. The Central Library is severely limited in this regard both by the number of computers available for public use, and the space required to house such computers.

- ❖ The Central Library cannot host the number of kinds of exhibits that the community would like to have available.

- ❖ Many patrons expressed the desire to have all book stacks open to the public. Shelving limitations in the current facility make this goal impossible to achieve.

- ❖ The Central Library cannot provide extensive services for K-12 schools because of space limitations in the facility.

A Section Perspective

The preceding pages have described the service limitations of the current Central Library in some detail. To supplement that analysis, several of the section leaders in the Library were asked to talk about the limitations in their section as pertains to services. These section leaders were not asked to respond in a common format, so each chose to assess their sections a bit differently. Here are the results:

I CAN! Center

- ❖ The I CAN! Center provides library services and materials for people with disabilities. Currently, the Center is restricted from providing enough materials and programs for patrons with disabilities because of space limitations.

- ❖ The Center is presently restricted to accommodating only a few patrons at a time because it has only one small table with two chairs and two computer workstations.

- ❖ The Center serves patrons who require assistive technology to access information, but the large, assistive-technology devices take up a lot of valuable space.

- ❖ To make the best use of the Center's available area, some assistive-technology devices are kept in storage until needed by a patron.

- ❖ The Center is in an open area and audio devices for the blind often disrupt other patrons reading or researching in neighboring parts of the library. The new Main Library will have dedicated areas for these devices and materials.

Information Desk

- ❖ The present Information Desk combines both walk-In traffic and telephone reference. It is situated in the main lobby area and oversees 16 computer terminals. Because of its location it is extremely busy and staff cannot give as much individual attention to each library user as needed.

- ❖ Lack of shelf space to house ready-reference materials necessary to handle routine reference questions.

❖ Lack of seating or counter space for patrons to utilize the ready reference materials. The visual impact on the area is disruptive to staff and patrons, since all material must be used at the desk and cannot be taken to other floors or to tables in other sections.

❖ The visual clutter on the desk is not pleasing. There isn't another area to display signage.

Science Section

❖ Lack of space in the present library prevents the section from having displays on timely topics, such as gardening, or a specific disease (during National Diabetes Month, for instance). Lack of space also prevents having programs tied to these events and seasons. A more attractive venue at the Main Library would make this a possible location for authors on tour.

❖ The current space and wiring limitations in the existing library building do not allow the subject sections to take advantage of technology as a means of providing information to our patrons. Each public service unit should have at its disposal a copier, fax, a scanner and videoconferencing facilities as means of providing information remotely to patrons. All staff members should have their own computers so as to be able to provide information to patrons as quickly as possible. Another aspect of providing general information is library instruction for patrons. A dedicated room for this purpose, with appropriate resources, would be a feature of a new library.

Teen Space

❖ No reference desk in Teen Space

❖ No quiet study area

❖ No tables/study carrels

❖ No individual study rooms/study facilities

❖ Limited reference collection

❖ No dedicated workstations for both standing and seated computer use in the area

History

❖ Customers like browsing the new book shelves and troughs in the History area. Anytime these shelves have been moved to make way for an exhibit-there has been a large outcry from the public. The present shelves are clunky and take up too much space. A more effective way to merchandise the materials is needed. A more conducive atmosphere would be to emulate the look and feel of a large bookstore.

EXECUTIVE SUMMARY: PHYSICAL LIMITATIONS

The physical limitations of the current Central Library make renovation unacceptable. This has figured prominently in the decision to build a new Main Library.

Structural limitations
There is asbestos throughout ceiling, flooring and plumbing of the Central Library, making repair and renovation prohibitively expensive. The electrical capacity has reached its limit, and consequently no computers can be added. More conduits cannot be run in the building because electrical closets and circuitry are at maximum capacity. Additionally, the wiring is old and worn. The plumbing in the building is cast iron and is deteriorating. The heating/ventilating/air conditioning system has undersized ductwork by today's standards. Ceilings are high and not acoustically rated. Tile floors are noisy. The library contains very few sound absorbing materials. Sound reverberations are a constant annoyance.

Energy inefficiency
The building is not insulated and the windows are single-pane glass. Utility costs to operate the Central Library are excessive when compared to similar sized buildings.

Health and safety concerns
As stated earlier, there is asbestos throughout ceiling, flooring, and plumbing. There is lead paint in many areas. Public restrooms are inadequate in number, condition, and accessibility. There is no public address system to be used for evacuations. There are no sprinklers or fire suppression systems in the public areas. Standing water on the roof creates a potential for mold. Air circulation in the two levels below ground is poor and library materials are deteriorating. Basement storage areas would be dangerous to be caught in during a blackout or other emergency.

Disabled access limitations
Because the current building was construc ted before ADA code requirements, the structure provides only moderate disabled access.

Space flexibility limitations
Space flexibility is non-existent. Public requests for more open stacks cannot be accommodated, as there is no space for additional she lving or expansion of collections. The two levels of basement storage are closed to the public because the ceilings are too low.

Functional/spatial relationship Issues
Traffic patterns in the building have been seriously disrupted because of the need to add shelving and computers in parts of the building that normally would be used for patron traffic. Sight lines to service points are blocked by displays, columns, shelving, and book racks.

Site issues
The present site has no capacity for public or staff parking. The City Building Code prohibits construction of additional floors without bringing the entire building into compliance with the current code, making vertical expansion on this site virtually impossible. In addition, the library is situated on a very busy, downtown street. Access is difficult due to the many one-way streets in the area.

PHYSICAL LIMITATIONS OF CURRENT CENTRAL LIBRARY

The physical limitations of the current Central Library make renovation an unacceptable approach to upgrading the library services. This conclusion has figured predominantly in decisions to build a new facility for the Main Library. The physical limitations of the current facility include the following:

Structural limitations

There is asbestos throughout ceiling, flooring, and plumbing of the Central Library, making repair and renovation prohibitively expensive. The electrical capacity has reached its limit. As a result, it is not possible to accommodate additional computers, photocopiers, fax machines, typewriters, printers, and other office equipment needed for public and staff use. More conduits cannot be run in the building because electrical closets and circuitry are at maximum capacity. Additionally the current wiring is old and worn.

The plumbing in the building is cast iron and is deteriorating. The heating/ventilating/air conditioning system has undersized ductwork by today's standard and is undependable. The building was not originally engineered for air conditioning, but was installed when it was realized that the increased number of readers using the library and the increased level of lighting made the building uncomfortable on hot days. The installation of the current air conditioning system was completed in 1957. Repairs to the system occur frequently and as recently as the summer of 2002. Ventilation is poor in many of the staff and public areas and the appropriate air quality and humidity levels essential for the preservation of library materials cannot be maintained.

Energy Conservation

The building is not insulated and the windows are single pane windows. Utility costs to operate the Central Library are excessive when compared to similar sized buildings.

Health and Safety

As stated earlier, there is asbestos throughout ceiling, flooring, and plumbing. There is lead paint in many areas of the building. Public restrooms are inadequate in number, condition, and accessibility. Restroom facilities for children and persons with disabilities are particularly deficient. There is no public address system to be used for evacuations of the facility.

There are no sprinklers or fire suppression systems in the public areas.

Standing water on the roof creates a potential for mold. Air circulation in the two levels below ground is poor and library materials are deteriorating. Storage of library materials in the basement floors has created areas in which it would be dangerous to be caught in a blackout or other building emergency.

Disabled Access

Because the current building was constructed before ADA code requirements, the structure provides only moderate disabled access. Restrooms are poorly located and have limited accessibility. Older stack areas are not ADA-compliant. Signage for persons with disabilities is inadequate. While the Central Library has taken many steps to come into ADA compliance, there are several significant problems remaining that would require substantial resources to address.

Acoustics

Ceilings are high and not acoustically rated. Tile floors are noisy. The library contains very few sound absorbing materials. Sound reverberations are a constant annoyance to library users.

Space Flexibility/Expandability

Space flexibility in the current facility is, in a word, non-existent.

The public request for more open stacks cannot be accommodated, as there is no space left in the building for additional shelving or for expansion of collections. The two levels of storage below ground are unusable for the public because the ceiling height is too low.

Functional/Spatial Relationships

Traffic patterns in the building have been seriously disrupted because of the need to add shelving and computers in parts of the building that normally would be used for patron traffic. Sight lines to service points are blocked by displays, columns, shelving and book racks.

Site

The present site has no capacity for public or staff parking. The City Building Code prohibits construction of additional floors without bringing the entire building into compliance with the current code, making vertical expansion on this site virtually impossible. In addition, the library is situated on a very busy, downtown street. Access is difficult due to the limited one-way streets in the area.
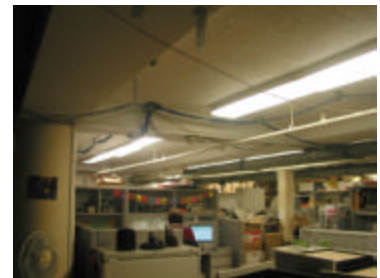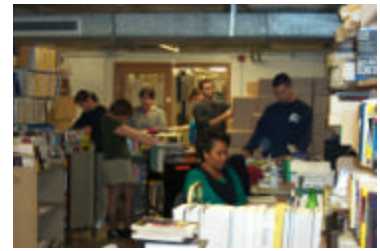
SPACE NEEDS ASSESSMENT

This section of the application proposal contains a description of space needed in the new Main Library to support the collections and services to be provided in the new facility. The section is organized into categories of space needs as specified in the Request for Proposals.

The San Diego Public Library contracted with Steinmann Facility Development Consultants (SFDC) to conduct a space needs assessment for the Main Library. Assessing needs for space in a new Main Library was initially developed in a report prepared by Professional Library Consultants, P.A. (PLC) for the San Diego Public Library. The report clearly documented the need for a new Main Library.
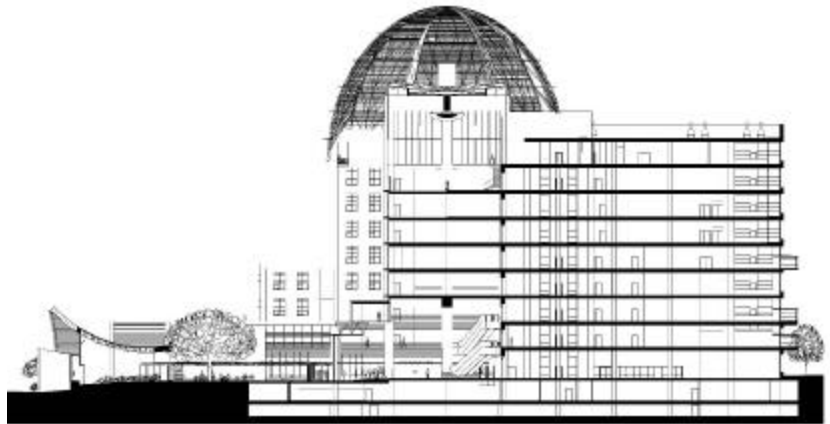
Subsequently, the City Council approved the project and authorized site selection. By the year 2000 a site was selected in the Ballpark District redevelopment area. At that time, PLC again reviewed the earlier developed program and projection of future requirements and provided an updated report confirming overall space needs of approximately 235,000 net square feet (nsf) to serve the new Main Library requirements through the year 2020.

After 18 months of design, site evaluation, and the development of a schematic design by architect Rob Wellington Quigley, F.A.I.A., it was decided to increase the size of the library to support requirements not only through 2020 but to extend the capability of the building to support needs through the year 2040. At that time, Jim Steinmann of SFDC, who had previously provided consulting services to the City of San Diego relative to a number of capital development projects, reviewed and re-verified the program originally developed by PLC and updated in 2000. The results of that re-verification confirmed the accuracy of the earlier projection and suggested that the building should provide an additional 70,000 nsf to support increases in requirements from the 235,000 nsf required in the year 2020 though the year 2040. This represents an average annual rate of increase of 1.3% for that 20-year timeframe, which coincides with the forecast population growth rate of the City of San Diego.

Current General Central Library Space Statistics

As stated earlier, the Central Library was constructed in 1954. It provides approximately 119,000 nsf in a building structure of 144,624 gross square feet (gsf). Currently the library contains approximately 780,000 volumes, of which less than 60% or 470,000 volumes are available to patrons on the upper three levels. This means upwards of 40% of all volumes are relatively inaccessible and located in the below-grade high-density stacks that are only accessed infrequently by staff members. In addition, there is a current inventory of 1,700,000 government documents of which more than 95% are also stored in the relatively difficult to access basement stacks.

When initially constructed in 1954, the library supported a population of 466,000 people living in the City of San Diego. This represented an average of 3.9 citizens of the community per one net square foot of library area. Since 1954 the population of the City of San Diego has increased at an average rate of 2.2%, to the current population of 1,223,400. To keep pace with this increase in population and readership, the library should have correspondingly increased by 2.3% per year (composite increase of 174%) to a new current baseline of nearly 320,000 nsf.

When the Central Library opened in 1954, it had a design capacity of approximately 750,000 volumes at 100% shelf density. The functional capacity at 83% density is 622,500 volumes. This capacity has been dramatically exceeded for the past 20 years. In 1954 with 119,000 nsf and a capacity of 622,500 volumes, the population of 466,000 was serviced with a capability to accommodate 1.3 volumes per person. Today the ratio is only .61 volumes per capita. With forecast increases in the collection that can be accommodated in the new Main Library, this ratio will increase slightly to .74 volumes per capita by 2020.

During the past four years the library collection has increased at an average annual rate of 2.24% per year to the current level of 780,000 volumes. These data are presented in Figure 43.

The current Central Library provides space on three public access floors and two basement archive levels. The distribution of space to the existing departments and collections is presented in Figure 44. This figure also displays the amount of space projected as required to support the year 2020 levels of use. The totals vary slightly from the 235,000 nsf projected in the Main Library Program as a result of including in the program some additional support spaces not currently available in the Central Library and due to rounding.

Figure 43: Percent Increase in Central Library Items Owned: 1997-2001					
YEAR	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**
Total Central Library Items Owned	704,917	721,441	735,732	749,173	770,457
Percent Change Per Year		0.023	0.019	0.018	0.028
Cumulative Percent Change		0.023	0.042	0.059	0.085

#	FUNCTION/COLLECTION	CURRENT SPACE	2020 REQUIRED
Figure 44: Current and Projected Space Required in Main Library			

#	FUNCTION/COLLECTION	CURRENT SPACE	2020 REQUIRED
First Floor			
1	Lobby, General Circulation	1,434	3,376
3	Biography and History	7,620	15,261
4	Literature and Languages	2,565	19,170
5	Humanities Workroom	484	3,554
6	I Can! Center	484	2,791
7	Popular	0	7,912
8	Teen	250	4,716
9	Check Out	600	800
10	Return Station	600	660
11	Sorting, Circulation	300	1,916
12	Magazines	1,100	3,000
13	Computer Reference	700	1,500
14	Science & Industry	5,500	17,023
15	Science & Industry Workroom *(1)*	484	0
16	Government Documents	0	6,175
17	Garage/Building Services	1,500	2,750
18	Mailroom	200	200
19	Store	0	1,000
20	Coffee	0	1,000
21	Conference	0	768
22	Other	0	745
23	Stacks	0	0
24	SUBTOTAL	23,821	94,317
Second Floor			
25	Art & Music	6,000	17,280
26	Art & Music Workroom	700	1,820
27	Children's Library	3,200	10,243
28	Children's Library Workroom	1,250	2,131
29	Newspapers	3,484	4,464
30	Special Collections Workroom	500	3,706
31	San Diego Heritage Room	2,100	5,866
32	Genealogy	624	3,254
33	Computer Labs	968	5,320
34	Meeting Room	550	1,600
35	Branch Development Office	484	800
36	Unassigned/Stacks	6,776	12,331
37	SUBTOTAL	26,636	68,815

#	FUNCTION/COLLECTION	CURRENT SPACE	2020 REQUIRED
Third Floor			
38	Social Sciences	5,800	19,242
39	Social Sciences Workroom	484	2,458
40	Wangenheim Room	1,200	1,417
41	Tech. Services Office	484	1,300
42	Auditorium	2,000	4,100
43	Office Space	7,200	12,315
44	Staff Lounge, Lockers	2,420	2,018
45	READ	0	3,892
46	Serra (*currently on B level*)	1,000	1,662
47	Stacks	0	0
48	Reading Room	0	2,000
49	Special Areas	0	5,442
50	SUBTOTAL	20,588	55,846
51	Basement Archives	45,000	0
52	**TOTAL 3 FLOORS**	**116,045**	**218,978**

(1) Included in Collection (Other)

Today, there are a total of 409 seats available in the library for users. This includes seats at all tables (and assuming 100% occupancy), computer and reference terminals, counters, reference positions, casual reading seating, and self-study carrels. At many times most of these seats are filled, and there is a waiting line for many seats, particularly in the reference, technology, and computer areas. At the current time, with 409 seats in the Central Library, there is only one seat per 2,991 members of the community.

Central Library Statistics in Comparison to other Main or Central Libraries

To compare its space allocation in its Central Library with other central or main libraries, the San Diego Public Library conducted a brief survey of the number of volumes and square footage of new main libraries in a number of comparable cities throughout the western United States. Figure 45 contains the results of that inquiry.

Figure 45: Comparison of San Diego Central Library Space with other Similar Urban Libraries			
City	Population	Volumes in Collection	Volumes Per Population
Dallas	1,022,497	2,000,000	1.96
Denver	467,600	1,500,000	3.21
Phoenix	1,105,200	800,000	0.72
Sacramento	1,114,535	1,392,491	1.25
San Francisco	726,700	1,300,000	1.79
Vancouver	471,844	1,200,000	2.54
Total Average	4,908,376	8,192,491	1.67
San Diego 2000	1,223,400	780,000	0.61
San Diego (2020)	1,693,533	1,250,687	0.74

As can be seen, there is a wide range of values for the number of volumes per population in these cities. The overall average collection size is 1.67 volumes per citizen. The range is .72 to 3.21 volumes per capita. Some of this wide range of values may be explained by users in other communities coming from outside the city limits and increasing the apparent demand. The current collection in the San Diego Central Library is .61 volumes per capita. In 2020 with 1,250,687 volumes and a population of 1,693,000, the ratio will increase slightly to .74 volumes per capita. To be equal in comparison to this peer group of major city libraries, the San Diego Main Library should provide a minimum of 2,800,000 volumes in 235,000 nsf by 2020 to provide a level of service comparable to other central or main libraries in other cities.

Library Collections

Current Collection Size

In 1954, the Central Library contained 327,546 volumes in a building with a functional capacity of storing 622,500 volumes. During the past 49 years, the rate of growth of the collection has been 1.8% per year, while population serviced by the Central Library has increased at a rate of 2.2% per year. To support the City of San Diego population increase of more than 174% from 1954 through 2002, the library collection *should* have increased to keep pace also by a minimum of 174% to provide a current number of 900,000 volumes. The current collection is 780,000 volumes. As these numbers suggest, the Central Library collection has fallen behind the desired number of volumes for 2002. During the past four years, the rate of growth in collection size has increased at 2.24% per year.

The current population projections for the City of San Diego indicate the average annual rate of growth will be about 1.45% per year over the next 20 years. This would suggest that, if the library collection grew at the same pace as population, the current 780,000 (excluding government documents) volumes would increase to a total of about 1,040,000 volumes by 2020.

The current status of the Central Library collection is presented in Figure 46. The total of 780,084 volumes does not include the 1,700,000 government documents (almost entirely located in the basement) and the estimated 90,000 volumes of newspapers and periodicals, which contain an estimated 1,000,000 individual documents dating back to the early 1900s. Of these 780,084 volumes, only 462,165 (59%) are accommodated on open shelves and available for public use.

The 780,084 volumes currently occupy an area of 38,270 nsf based on an inventory of 13,242 36 inch shelves in public areas and 16,692 shelves in the closed stacks, an average of 7.0 shelves per unit and 10.5 nsf per shelf unit. This is less than the 12nsf per unit used previously because 40% of the current collection is stored in 7- and 8- foot high shelves with aisles as narrow as 30 to 36 inches.

Figure 46: Current number of items owned by the San Diego Central Library

COLLECTION	OPEN DISPLAY	CLOSED STACKS	TOTAL	CURRENT SPACE
Adult/Young Adult				
Art /Music	83,364	61,316	144,680	7,050
Literature, Language	135,490	131,005	266,495	12,920
Science	67,329	25,762	93,091	4,960
Social Science/Business	51,545	23,196	74,741	4,000
History/Biography	65,196	58,101	123,297	6,000
Children/Juvenile				
Children's Collection	24,262	18,487	42,749	1,100
Teen Collection	6,974	21	6,995	200
Combined				
I CAN	172	31	203	40
Special Collections	27,833		27,833	2,000
TOTALS	**462,165**	**317,919**	**780,084**	**38,270**

Note 1: *The above totals do not include the Government Documents Collection. This collection contains approximately 1,700,000 print and non-print documents.*

Note 2: *The above totals do not include newspapers, magazines, and periodicals. The Central Library includes publications. Each periodical (such as Time magazine or the San Diego Union Tribune newspaper) counts as one periodical.*

Note 3: *Current space calculated based on the same space allocation per volume by collection type, 83% shelf density and 12 square feet per shelf unit, average of 6 shelves high yield, an estimate of 38,220 nsf of collection shelving. Calculated space based on a total of 29,934 shelves and 4276 units, at 10.5 nsf per unit. Of these 2204 units or about 14,000 sf of shelf space is filled with government documents, newspapers and periodicals leaving 15,934 units for the general collection. These units could occupy 34,765 nsf at an average of 5.5 shelves per unit and 12 nsf per unit in the public area.*

Projected Collection Size

Figure 47 presents a summary of data used to develop a projection of the future number of volumes required in the Main Library. The projections were determined through a multiple-step process. Current shortfalls of upwards of 100,000 volumes in the different collections were first identified. This shortfall in the Central Library results from an artificially imposed acquisition rate, partially due to an inadequate materials budget. Further, the current Central Library simply has no space to expand its collection. Once the current shortfalls by collection were determined, an average rate of increase in the number of volumes required by each collection was forecast at growth rates presented in Figure 47.

To correct current collection deficiencies and to significantly increase the Teen and Children's Library collections, near-term growth rates of 3.5% and 5% respectively were applied for the next eight years. The growth rates for other collections were estimated to range between 1% and 8% per year, and average slightly greater than the population growth rate forecast for the next few years as a means of "catching up" to collection levels that should have been accomplished by 2002. After

2010, the collection growth rates were assumed to stabilize at an average of 1.4% per year, equal to the projected population growth rate.

The current collection of 780,000 volumes will increase to 1,250,598 volumes by 2020, an overall average rate of growth of 2.65% per year over the 20-year timeframe.

Projected Collection Space Requirements

The amount of space required in the new Main Library to support the number of volumes projected in Figure 47 is calculated in Figure 48. The factors to convert from number of volumes into lineal feet of shelf space and then into the number of shelves and finally, to net square feet of floor space, are in accordance with the shelving space allocation guidelines, shown in Figure 49, as used in development of the detailed space program provided in Appendix 5: *San Diego Public Library: Main Library Building Program, March 2003:*

Figure 47. Volume Projections for San Diego Main Library							
DEPARTMENT	CURRENT	GROWTH RATE		PERCENTAGE		TOTAL COLLECTION	
	Volumes	2002 2010	2010 2020	In Circulation	In Stacks	2010	2020
	A	B	C	D	E	F	G
Literature and Language	270,031	2.4%	1.9%	15.0%	21.0%	327,710	396,201
Biography	123,397	3.5%	2.4%	15.0%	21.0%	161,835	204,560
Popular		2.4%	1.4%	15.0%	21.0%	0	0
Teen	6,995	3.5%	1.4%	15.0%	21.0%	9,174	10,587
I CAN!	203	250.0%	3.0%	10.0%	21.0%	4,720	6,277
Science & Industry	93,091	5.0%	2.4%	15.0%	21.0%	134,516	170,029
Government Documents				0.0%	95.0%	0	0
Art & Music	131,000	1.5%	1.4%	15.0%	21.0%	148,489	171,356
Children's	42,749	5.0%	1.5%	15.0%	21.0%	61,772	71,965
Social Sciences	74,741	8.0%	3.0%	15.0%	21.0%	127,957	170,182
San Diego Heritage Room	16,273	1.4%	1.4%	0.0%	0.0%	18,301	21,119
Genealogy	6,037	5.0%	1.4%	0.0%	0.0%	8,723	10,067
Wangenheim	5,123	1.4%	1.4%	0.0%	0.0%	5,761	6,649
Newspapers & Periodicals *(1)*	388	0.5%	1.4%	0.0%	0.8%	405	468
Government Documents *(2)*		1.0%	1.4%		0.8%	0	0
Information Desk	199	1.0%	1.4%	0.0%	0.0%	217	250
Special Collections Archives	10,000	1.0%	0.0%	0.0%	0.0%	10,890	10,890
TOTAL *(3)*	**780,227**					**1,020,470**	**1,250,600**

(1) 90,000 Volumes, 1,000,000 Government Documents
(2) 1,700,000 volumes in archives storage
(3) Average annual rate of increase of 2.65% per year

	PRINTED VOLUMES	**NON-PRINT**	**CASES**	**TOTAL VOLUMES**	**VOL. PER L.F.**	**LIN. FT SHELVES**	**SHELF UNITS**	**SPACE @ 7.9 SF/ (2)**	**% CIRC.**	**TOTAL AREA**

Collection CATEGORY/SUBCATEGORY	**PRINTED VOLUMES**	**NON-PRINT**	**CASES**	**TOTAL VOLUMES**	**VOL. PER L.F.**	**LIN. FT SHELVES**	**SHELF UNITS**	**SPACE @ 7.9 SF/ (2)**	**% CIRC.**	**TOTAL AREA**
	B	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**
Adult/Young Adult										
Art/Music	150,000	22,000		172,000	11	15,636	869	8,268	50%	12,402
Literature/Language/Fiction	398,000		1	398,001	11	36,182	2,010	19,132	50%	28,699
Science	175,000		25	175,025	10	17,503	972	9,255	50%	13,883
Social Science/Business	162,409		10	162,419	10	16,242	902	8,588	50%	12,883
History/Biography	206,800		1	206,801	11	18,800	1,044	9,941	50%	14,912
Children										
Children's	66,300	5,100		71,400	21	3,400	189	1,798	50%	2,697
Teen	10,601			10,601	18	589	33	311	50%	467
Combined										
I Can!	540	5,900		6,440	11	585	33	310	50%	464
Special Collections	48,000			48,000	8	6,000	333	3,173	50%	4,759
SUBTOTALS	**1,217,650**	**33,000**	**37**	**1,250,687**	**10.9**	**114,937**	**6,385**	**60,777**		**91,165**
Magazines/News *(1)/(3)*	90,000	0	0	90,000						
Gov. Documents *(3)*	1,700,000	0	0	1,700,000						
	3,007,650	**33,000**	**37**	**3,040,687**						

(1) Each volume represents a month, 6 months or one year of the publication. There are approximately 1 million documents in the collection.

(2) Actual footprint for a 12" by 36" shelving unit with half of a minimum 39" wide aisle calculates to be 7.875 SF per shelf unit. Adding 50% circulation for transverse aisles within each 32' by 32' structural bay and dedicating space for intruding columns provides an average allocation of 12 SF per shelving unit.

(3) These documents currently occupy a total of 2206 shelving units and are anticipated to remain relatively constant in future years.

Figure 49: Conversion Factors Used to Calculate Space Requirements for Main Library Collection

ITEM	FACTORS
Adult Books & Periodicals	
Fiction	◆ Estimates for 84" shelving ◆ 150 books per section ◆ 6 shelves per section ◆ 25 books per shelf
Nonfiction	◆ Estimates for 90" shelving ◆ 175 books per section ◆ 7 shelves per section ◆ 25 books per shelf
Art Books (Oversize)	◆ Estimates for 90" shelving ◆ 125 books per section ◆ 5 shelves per section ◆ 25 books per shelf
Large Print	◆ Estimates for 84" shelving ◆ 150 books per section ◆ 6 shelves per section ◆ 25 books per shelf
New Fiction/ Nonfiction	◆ Estimates for 66" shelving ◆ 100 books per section ◆ 4 shelves per section ◆ 25 books per shelf
Current Magazines	◆ Estimates for 54" shelving ◆ 9 magazines per section ◆ 3 shelves per section ◆ 3 magazines per shelf
Current Newspapers	◆ Estimates for 54" shelving ◆ 6 newspapers per section ◆ 3 shelves per section ◆ 2 newspapers per shelf
Paperbacks	◆ 250 books per display unit
Adult Recordings	
Videocassettes	◆ Estimates for 84" shelving ◆ 150 videos per section ◆ 6 shelves per section ◆ 25 videos per shelf
Books on Cassette	◆ Estimates for 84" shelving ◆ 108 books per section ◆ 6 shelves per section ◆ 18 books per shelf
DVDs	◆ Estimates for 84" shelving ◆ 360 items per section ◆ 6 shelves per section ◆ 60 DVDs per shelf
Books on CD	◆ Estimates for 84" shelving ◆ 150 books per section ◆ 6 shelves per section ◆ 25 books per shelf

ITEM	FACTORS
Compact Discs	♦ 250 discs per display unit
Information Services	
Reference Books	♦ Estimates for 90" shelving ♦ 120 books per section ♦ 6 shelves per section ♦ 20 books per shelf
Information Desk Books	♦ Estimates for 66" shelving ♦ 100 books per section ♦ 4 shelves per section ♦ 20 books per shelf
Children's Shelving	
Reference Books	♦ Estimates for 66" shelving ♦ 120 books per section ♦ 4 shelves per section ♦ 30 books per shelf
Picture Books	♦ Estimates for 45" shelving ♦ 180 books per section ♦ 3 shelves per section ♦ 60 books per shelf
Easy Readers	♦ Estimates for 66" shelving ♦ 300 books per section ♦ 5 shelves per section ♦ 60 books per shelf
Fiction/Nonfiction	♦ Estimates for 66" shelving ♦ 200 books per section ♦ 5 shelves per section ♦ 40 books per shelf
Paperbacks	♦ 250 books per display
Magazines	♦ Estimates for 54" shelving ♦ 9 magazines per section ♦ 3 shelves per section ♦ 3 magazines per shelf
Videocassettes	♦ Estimates for 66" shelving ♦ 100 videos per section ♦ 4 shelves per section ♦ 25 videos per shelf
Books on Cassette	♦ Estimates for 66" shelving ♦ 100 books per section ♦ 4 shelves per section ♦ 25 books per shelf
DVDs	♦ Estimates for 66" shelving ♦ 240 DVDs per section ♦ 4 shelves per section ♦ 60 DVDs per shelf
Books on CD	♦ Estimates for 66" shelving ♦ 100 books per section ♦ 4 shelves per section ♦ 25 books per shelf
Compact Discs	♦ 250 discs per unit

Dividing the number of volumes projected to be accommodated in the public area (Column E in Figure 48) by the number of volumes contained on a typical 36-inch shelf (which varies from eight to 21 volumes per lineal foot or 24 to 63 volumes per 36-inch wide shelf) and then dividing that by the number of shelves per storage section yields the number of shelf sections. Applying the factor of 12 net square feet per 12-inch-by-36-inch shelf section and a shared minimum 39-inch wide aisle yields the total space required for the collection in Column K.

Figure 48 projects the space allocated in the new Main Library for the housing of the collection, based on all materials accommodated in 12-inch-by-36-inch open shelf sections varying from four to seven shelves per section. The average throughout the library is six shelves per section. To accommodate the 1,250,677 volumes forecast for 2020 a total of 6,385 shelving sections requiring 91,165 nsf of floor space would be required at an average space allocation of 12 nsf per shelf section. This standard assumes 39-inch wide aisles and shelf ranges not to exceed 27 feet (nine sections). Transverse aisles of a minimum width of 60 inches are provided within each 32 foot squared structural bay. Each bay can accommodate approximately 94 shelving sections which, at 12 nsf each, totals 1,128 nsf. Each bay is 1,024 nsf (32 feet squared). This standard, with 50% circulation added to the 7,875 nsf per shelf section, provides a surplus of 104 nsf or 10% of the required area for columns, irregular configurations, perimeter circulation in some areas, and flexible space to intersperse four level shelf sections with reference services at counter height and storage below.

Compact Storage

Currently 40% of the 780,000 volume collection, plus all of the government documents and almost 95% of the newspapers and periodicals are located in the basement archives. In the new Main Library more than 90% of the collection will be initially located in open shelves with full public access. Over time, this may be reduced to approximately 75% as the collection increases. The other, less frequently requested, volumes will be accommodated in high-density compact storage units. Distributed throughout Levels 2 through 5 and on Level 8 (total of five levels) will be 17,000 nsf of compact storage with a capacity to accommodate more than 900,000 volumes.

The compact storage units provide an average density of 11.5 volumes per lineal foot of shelf space. The theoretical capacity of a 17,000 nsf compact storage area is thus 900,000 volumes and results in an average density of 54 volumes per square foot. The 1,700,000 volumes of government documents and the 90,000 volumes (1,000,000 documents) of newspapers and periodicals now occupy and will continue to require approximately 2,206 36-inch wide, seven-shelf high storage sections. This equates to an area of 9,000 nsf of compact shelving. The balance, 8,000 nsf, will accommodate 432,000 volumes or approximately 34% of the forecast 2020 library collection. Initially in 2006, with nearly 900,000 volumes in the new Main Library, open shelving will accommodate 750,000 volumes (83%) and only 150,000 volumes (17%) of the collection will be housed in compact shelving units.

Readers' Seats

The Central Library regularly records the number of visitors on a daily and hourly basis. Currently, statistics indicate there are as many 2,500 users entering the library daily. Peak usage days of 3,500 users are not uncommon. During peak timeframes (generally Monday mornings and Sunday afternoons) as many as 300 users enter the library per hour. Recent user surveys have recorded as many as 250 users at one point in time.

The City of San Diego believes the number of current Central Library users is limited due to the fact that only 60% of the collection is available for public perusal, there are only 88 computer terminals available, and the total collection is undersized for the size of the City of San Diego. As with new main libraries in the cities of Sacramento, Phoenix, Denver, and San Francisco, it is estimated that the users of the new Main Library will increase dramatically, by approximately 40% with the opening of a larger, more capable facility. It is anticipated the average need for reader seats will increase from the current capacity of 409 seats to a new requirement for 525 seats immediately upon opening.

After initial occupancy, it is projected there will then be a 50% increase in library users (based on a 2.2% annual rate of growth of the collection and user population) over the next 20 years leading to a requirement for 788 filled reader seats during peak user periods in the year 2020. It is not realistic to assume all seats at a four-person reference table or a six-person reference table, and all casual seats, would be occupied simultaneously. It is projected that there should be a number of seats equal to 150% of the anticipated number of individuals in the library at any point in time to be able to respond to the required diversity of user choices. This calculation would require providing approximately 1,181 seats by the year 2020.

The Main Library will accommodate approximately 1,200 users at seating, terminals, carrels, and tables at full capacity. This will support a year 2020 citywide population of 1,693,533 at a ratio of 1,411 population per seat – a dramatic improvement of 254% over current capabilities.

Figure 50 records and projects the current and year 2020 shelf sections, terminals, carrels, tables, and casual seating provided in the space program and indicates that about 1,200 seats are provided in the current program. This includes six-person, four-person, and two-person tables, individual study carrels, one-to-three-person individual study rooms, and study rooms with the capacity of up to six individuals for group study plus computer terminals with individual capacity. A 36-inch wide, 84-inch long table is rated to have a capacity of four persons although often six chairs are provided at each of those tables. They are rarely, if ever, filled to that density.

Conversion factors to convert the number of user-workstations or study areas to required net square feet in the Main Library are found in Figure 51. Space standards were used as published by the National Library Association for all library equipment, storage shelves, and support spaces. Standards adopted by the City of San Diego for application throughout the city for workstations, offices, conference rooms, and other office support space found in the library have been uniformly applied.

FIGURE 50. SUMMARY OF SHELVES AND SEATS, SAN DIEGO NEW MAIN LIBRARY

SAN DIEGO NEW MAIN LIBRARY- SHELVES AND SEATS

		36" Shelves			Terminals			Carrels			Tables x 2			Tables x 4			Lounge Seating			Total Capacity		
		Cur (6)	1996 2020	2002 2020	Cur	1996 2020	2002 2020	Cur	1996 2020	2002 2020	Cur	1996 2020	2002 2020	Cur	1996 2020	2002 2020	Cur	1996 2020	2002 2020	Cur	1996 2020	2002 2020
#	Department	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	HUMANITIES (1)	4,603	5,100	12,390		34	44	0				71	36	18	41	28		8	4	72	348	232
2	BIOGRAPHY																			0	0	0
3	POPULAR	0	522	774		42	35	0	0	0	0	3	19	0	19	2	0	21	26	0	145	107
4	TEEN	270	1,444	408	0	27	27				0	2	15	0	16	15	0	0		0	95	117
5	I CAN	92	310	288	16	0	22	0	0	0	0	0	0	2	4	5	3	0		27	16	42
6	SCIENCE & INDUSTRY	1,732	5,400	3,354	6	24	18		0	0	5	50	37	7	20	16	0	24		44	228	156
7	GOVERNMENT DOCUMENTS (2)	260		1,704			6						13			5			10	0	0	62
8	ART & MUSIC (LITERATURE)	4,000	1,510	4,824	6	26	14	0	0		0	25		5				0		26	76	14
9	CHILDRENS	519		3,522	5			0			0	0	3	6	0	20	7	0	24	36	0	110
10	SOCIAL SCIENCES (5)	1,499	6,800	2,514	6	2	35	0	0		5	25	21	7	10	19	0	8		44	100	153
11	SAN DIEGO HERITAGE ROOM (4)	70	140	162	4		6	2	6		2	8	15	3	2	6	0	0		22	30	60
12	GENEALOGY	165	80	588	4	4	4	1	10		2	15	8	2	0	5	0	0		17	44	40
13	WANGENHEIM			228												2			7	0	0	15
14	NEWSPAPERS (3)	11		11	9	16	16	0			1			5	8	8	0		20	31	48	68
15	MAGAZINES (3)	21		21	10		9	0			4			4					18	34	0	27
16	COMPUTER				22	48	54													22	48	54
17	TOTAL	13,242	21,306	30,788	88	223	290	3	16	0	19	199	167	59	120	131	10	61	109	375	1,178	1,257

Total Volumes = 13,761 X 48 = 660,528
(1) Biography
(2) 5868 in compact

(3) 7434 in compact
(4) 1140 in compact
(5) 2250 in compact

(6) 13,242 36" wide shelves (not units) are in the public access area. An additional 16,692 shelves are in the basement archives. The Total is 29,934 shelves, 89,800 lineal feet of shelves for 780,000 volumes plus 1,700,000

Figure 51: Factors used to convert the number of user-workstations or study areas to required net square feet	
ITEM	CONVERSION FACTOR
Four-person work tables	110 nsf
Two-person work tables	55 nsf
Individual computer terminal/station	35 nsf
Individual casual seating/lounge	50 nsf
Two person study carrels	55 nsf
Counter reference positions	15 nsf
Two-person study rooms	60 nsf
Group study rooms (4 – 6 persons)	160-250 nsf

Technology

The San Diego Main Library will need to be technology-rich if it is to meet the needs of patrons and staff in the future. For purposes of planning space allocation, the technology requirements of the new facility may be described in several categories, as follows:

Computing Centers

The Main Library will feature four computing centers, that is, areas in the library that have a concentration of technology equipment, including:

❖ The **Internet Center**, where patrons can gain access to Internet resources. This center will have 30 workstations, with associated printers.

❖ The **Technology Training Center,** to be used for training programs for patrons and Library staff. This center will feature 20 workstations, with associated printers.

❖ The **Word Processing Centers,** which will provide patrons with access to word processing programs and related applications programs. These Centers will have 14 workstations, plus associated printers.

❖ The **Technology Demonstration Center,** a facility whose equipment base will change with evolving technologies. It is anticipated that this demonstration center will have six permanent workstations, but will be used primarily to conduct experiments on the uses of new technologies to support library services.

Distributed Patron Access Computers

In addition to workstations clustered into the centers described above, the library will provide access to computer workstations throughout the facility. These workstations will primarily provide access to the library catalog and online database resources. Preliminary plans call for these public access workstations to be located as shown in Figure 52.

Figure 52: Location and Number of Distributed Patron Access Workstations

FLOOR	SECTION	NUMBER
First		
	Popular Library	10
	Youth Services	17
	I CAN!	18
Second		
	Soc Science/Business	14
	Teen Center	23
Third		
	Science	20
	Magazines/Newspapers	10
	Governments Documents	5
	Trademark/Patents	6
Fourth		
	Literature, Languages, Fiction	18
Fifth		
	History/Biography	16
Eighth		
	Art/Music	12
	Reading Room	1
	READ/San Diego	8
Ninth		
	San Diego Heritage Room	10
	Genealogy	3
	Other Special Collection	1
TOTAL		192

Information Desk and Staff Computers

The Main Library will require computer workstations at each of its Information Desks, and in staff workrooms throughout the facility. The estimated number of staff workstations needed in the Main Library is 163. The reason for this number of workstations, in relation to the size of the Full Time Equivalent (FTE) staff, is that FTE figures represent not only full-time employees, but many part-time employees as well. In addition, many of the volunteers who work in the library must have access to computer terminals to do their work.

Special Use Computers

In its Plan of Service, the San Diego Main Library sets forth a number of functions and activities not currently provided by the Central Library that will require the use of computers and/or workstations. It is premature to specify exactly how many and what kinds of computers or workstations will be required to support these kinds of special purposes. In planning the Main Library, staff projects the need for approximately 25 computers to support special use programs.

Figure 53 contains a summary of the number of computer workstations planned for the San Diego Main Library.

Figure 53: Computer Workstations in the Main Library	
TYPE	**NUMBER**
Computing Centers	40
Distributed Patron Access Computers	192
Information Desk and Staff Computers	163
Special Use Computers	25
TOTAL	**420**

Audio and Video Workstations

To permit patrons to view video programming or listen to audio materials, the Main Library will make available a number of workstations for listening and viewing. Preliminary plans for distribution of these workstations are indicated in Figure 54.

Figure 54: Audio and Video Workstations in the Main Library		
AREA	**ITEM**	**NUMBER**
Popular Library		
	Video Viewing Units	8
	Audio Units	2
I CAN! Center		
	Video viewing units	2
	Audio units	4
Teen Center		
	Video viewing units	10
TOTAL		**26**

Copy Equipment

The Main Library will provide copier service for patrons and staff of the library. Copiers for patron use will be located in six Copy Centers distributed throughout the library totaling more than 2,095 net square feet. In addition, approximately 11 individual copiers will be dispersed throughout staff workrooms.

Projected Space Allocations for Technology

Standards employed by the City of San Diego for the allocation of space for technologies have been used to calculate the space needed for technologies, as follows:

- ❖ Computer workstations are allocated an average of 40 net square feet with printers and 35 square feet without.

- ❖ Audio and video workstations are allocated 55 net square feet.

- ❖ Individual copiers are allocated 40 net square feet.

- ❖ Copy centers are allocated varying net square feet, depending on equipment included in the center.

Based on these standards, space requirements for technology in the new facility are shown in Figure 55.

Figure 55: Space Requirements for Technology in Main Library		
ITEM	NUMBER UNITS	TOTAL NET SQUARE FEET
Computer Workstations	420 Units @ 40nsf/Unit	16,800
Audio/video Workstations	26 units @ 55 nsf/Unit	1,430
Copiers	11 Units @ 40 nsf/Unit	440
Copy Centers Floor 2		495
Copy Centers Floor 3		525
Copy Centers Floor 4		310
Copy Centers Floor 5		310
Copy Centers Floor 8		290
Copy Centers Floor 9		165
TOTAL		20,765

Staff Office Work Stations

The Central Library has a current staff level of 91 FTEs working the three-level public library and the two below-grade archive levels. When the library expands to seven staffed levels (plus two expansion floors that will initially be leased to other City departments), this will more than double the number of reference desks and workrooms. Five new departments will be added, technology services expanded, and additional floors to service will require an immediate increase of 32 staff to a total of 133 staff positions. Adding branch management and system wide support staff to be housed at the Main Library, the onsite population is estimated to be 140 staff when the library opens. This is an increase of only 31.72 FTE public service staff over the staff level in the current Central Library, an increase of 35%. The size of the Main Library will increase by 97%.

Over the ensuing 20 years, as the population and users of the library increase by more than 30%, it is forecast that the number of Library staff will increase by only 10% to a total of 153 positions by the year 2020, expressing anticipated economies to scale as the collection and user population expands.

Standards for workstations and offices were developed in accordance with City of San Diego Space Allocation Standards. Temporary and part-time employees are assigned to shared workstations. Spaces for carts, reference shelves, and computer terminals are provided at all workstations.

Staff workrooms, circulation desks, and reference areas are allocated 31,000 nsf and are distributed proportionally on all seven floors available for public use. Administrative spaces for headquarters and branch staff are allocated 13,615 net square feet.

Meeting Rooms

Currently the Central Library has only three meeting rooms available for public and staff use: a Commission Room (570 nsf); an auditorium (1,500 nsf); and a staff conference room (500 nsf). This is woefully inadequate for Library staff and provides no capabilities for users, group study, or special conferences or workshops. Based on a survey of user requests and current staff-scheduled meetings, it is recommended that the space described in Figure 56 be allocated to meeting rooms in the Main Library.

Special Purpose Space

In response to needs expressed in the community for a number of special purpose programs, the Main Library will allocate space to address these special needs. Figure 57 contains a summary of projected space to be allocated in the new facility for certain special purposes.

Non-Assignable Space

Figure 58 contains a summary of non-assignable space in the San Diego Main Library.

SPACE	DESCRIPTION	NSF
Figure 56: Projected Meeting Room Space Allocation		
Auditorium	Capability for 350 individuals to attend auditorium-staged events and to view audio-visual material. The library has currently forecast that there will be 1,056 events scheduled per year, an average of one-to-three per day, seven days per week. The auditorium will be utilized (based on one use per day) a forecast of 75% of the time.	**4,100**
Self and Group Study Rooms	Quiet study rooms will be provided for readers. Currently none are provided. We propose to provide five Group Study Rooms at 180 nsf each and eight Individual Study Rooms at 120 nsf.	**3,160**
Board or Commission Room	Will be duplicated in the new facility.	**570**
Public Conference Rooms	Two *Public Conference Rooms* at 360 nsf each, connected with a movable partition and therefore expandable to 720 nsf will be provided for community groups, special events, programs, and services that are conducted by the library. These rooms will also be available at the ground level for weekend and evening use on a scheduled and supervised basis.	**720**
Staff Conference Rooms	Conference rooms for six to 12 Library staff will be allocated a total of 800 nsf in three rooms.	**800**
TOTAL		**9,350**

SPACE	DESCRIPTION	NSF
Figure 57: Special Purpose Space Allocation In San Diego Main Library		
Special Services for Teens	To carry out the joint venture projects with the San Diego Unified School District as outlined in the Plan of Service, and to generally provide for the unique needs of teens in the community, the Main Library will establish a Teen Center. There are approximately 90,000 teens living in the City of San Diego, so this is a significant size population to be served. At present, approximately 250 nsf is allocated to teen services in the Central Library.	**4,530**
Children's Library	There is a strong sentiment in the community about the value of serving the needs of children in the City of San Diego. There are approximately 240,000 children 12 years or younger who live in the City. The current Children's Room is only allocated 3,200 nsf, contains 42,749 volumes, and has a capacity for fewer than 40 children. More than 18,487 volumes (43%) are located in relatively inaccessible basement archives. It is proposed that the Children's Library in the Main Library will more than triple in size, to 10,255 nsf, providing a capacity for more than 90 children at any point in time. The Children's Room will house a collection of more than 70,000 volumes. The expanded facility will provide added features of play, reading, story telling, interactive computer terminals, and a well-structured learning environment for groups of up to 60 children.	**10,243**
Services for Individuals with Disabilities	It is important that the Main Library offer a variety of services for individuals with disabilities. At present, the Central Library offers such services through the ICAN! Center. Details of what services are provided through the ICAN! Center may be found in the Plan of Service.	**2,791**
Literacy Services	The Main Library's role in providing literacy services in the community is described in detail in the library Plan of Service. As stated in the Plan of Service, the library's primary literacy activities are provided through the READ/San Diego program. A substantial allocation of space for the READ program is projected for the new facility.	**3,892**
Special Events	Community members expressed a strong need for the Main Library to provide space for various community events. In the Plan of Service, a description is provided of many of these kinds of special or community events.	**4,000**
Exhibition Space	The San Diego Public Library has developed an excellent visual arts program. As outlined in the Plan of Service, this program aims to exhibit the work of local artists for the education and pleasure of all citizens in the city. The community has expressed interest in having gallery or exhibit space in the Main Library.	**3,500**
TOTAL		**28,956**

SPACE	DESCRIPTION	NSF
Parking	In addition to the program spaces identified above, the new Main Library will provide 250 parking spaces for the convenience of users and staff, provided on two levels.	**120,000**
Loading Dock	A loading dock, shipping and receiving, staging and storage, security and facility management, and mail room space is allocated on the first floor.	**4,000**
Support Space	Support space for janitor closets, staff restrooms, telephone and electrical distribution closets, and recycling stations.	**2,000**

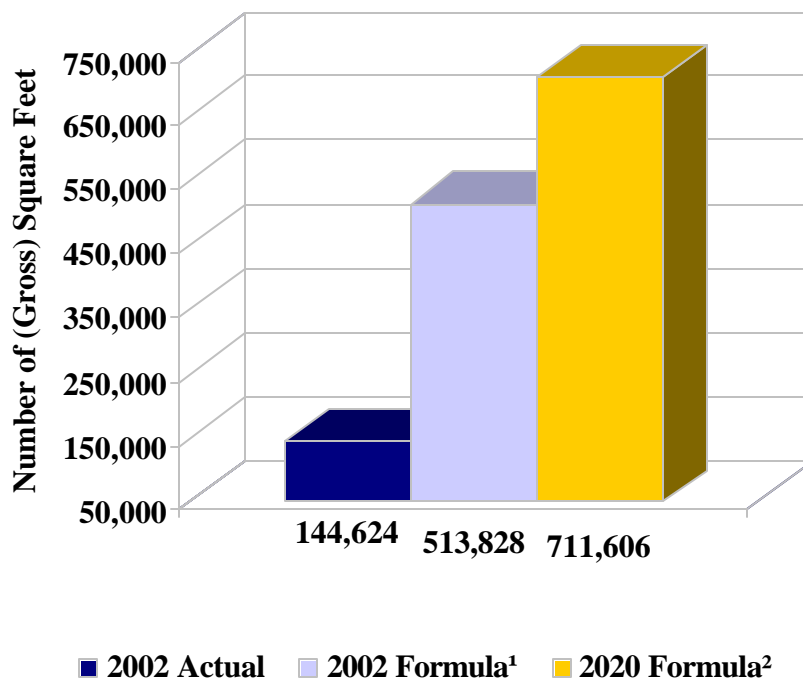**Figure 58: Non-Assignable Space**

SUMMING UP: WHY THE CURRENT CENTRAL LIBRARY IS INADEQUATE TO MEET THE PRESENT AND EMERGING NEEDS OF THE SAN DIEGO COMMUNITY

This document contains an abundance of information that leads to the conclusion that a new Main Library is needed in San Diego. At a minimum, the need for the new library can be summed up in several statistical profiles, as follows:

Square Footage: The population of San Diego continues to grow at a significant rate. When it opened, the Central Library served a population of 466,000. The population now stands at 1,223,400, expected to grow to 1,693,000 by the year 2020. The average of 30 central libraries serving the largest urban areas is 0.42 square feet per capita. The San Diego Central Library provides 0.11 square feet for the present population of San Diego. Figure 59 displays the square footage necessary to meet the average per capita of the 30 central libraries previously mentioned, for both 2002 and 2020. Obviously, the current Central Library falls well short of being even average size per capita.

Figure 59: Current and Projected Square Footage Needed for San Diego Main Library to be Comparable to Other Urban Central Libraries


Number of (Gross) Square Feet

144,624   513,828   711,606

■ 2002 Actual   ◻ 2002 Formula¹   ◻ 2020 Formula²

[1]0.42 sq. ft. per capita, 2002 population served is 1,223,400
[2]0.42 sq. ft. per capita, 2020 estimated population served is 1,693,000

Collection Size*:* Due primarily to space limitations within the current facility, the San Diego Central Library has been unable to build and maintain a collection large enough to serve its population. Figure 60 illustrates this fact. A survey conducted by the Library of six comparable urban libraries revealed that the average collection size per capita of those six libraries was 1.67 holdings per capita. Given its present City population, the Central Library would need to have approximately 2,043,000 holdings in its collection, to meet even the average per capita holdings in comparable libraries. Instead, the current holdings of the Central Library, excluding government documents, is approximately 820,000. Figure 46 depicts the expected size of the collection in 2020, given the same assumptions about per capita holdings and population size. Given that the Central Library is already "maxed out" in terms of the number of items it can contain, and given that nearly 40% of the *current* collection is inaccessible to the public, the collection problem is evident.

Figure 60: Collection size required for San Diego Main Library to compare favorably with other urban libraries

■ **Actual Items Owned[1]** ■ **Average Per Capita 2002[2]** ■ **Average Per Capita 2020[3]**
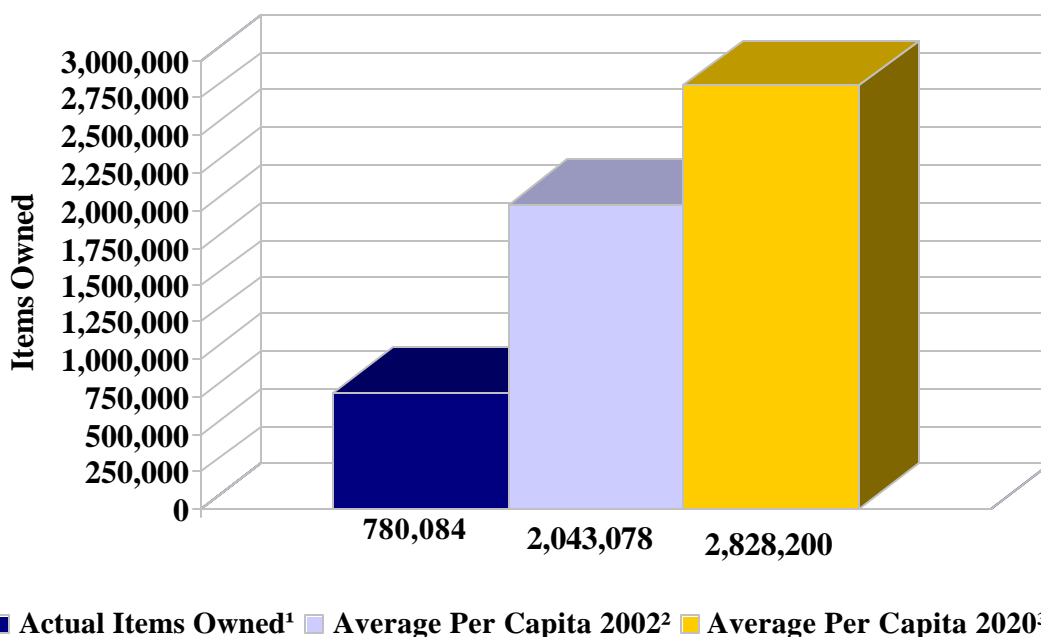
[1]*Excludes Government Documents and newspapers*
[2]*Calculated on the basis of an average number of items owned by six comparable urban libraries of 1.67 items/1000 capita*
[3]*1.67 items/1000 capita*

Patron Seating*:* If a library is to be well used, it must have enough seating space to accommodate its patrons. In this regard also, the current Central Library falls far short of satisfactory; furthermore, there is simply no more room to add additional seating.

Figure 61 illustrates the seating challenge. The San Diego Public Library uses a particular formula to determine how much patron seating should be provided in a library facility. The formula is that

there should be 150% seating available for the average number of patrons who are in the library at any given time. Surveys conducted in the Central Library reveal that, at any given time in the Library (recognizing peaks and valleys throughout the day), there are approximately on average 500 people in the Central Library. Using the above formula, this means that the Library should have approximately 750 patron seats. Currently, the Central Library has 409 seats. Figure 47 depicts seating requirements in the new Main Library, under the assumption of 800 persons on average being in the Main Library.

Figure 61: Seating Requirements in the Main Library
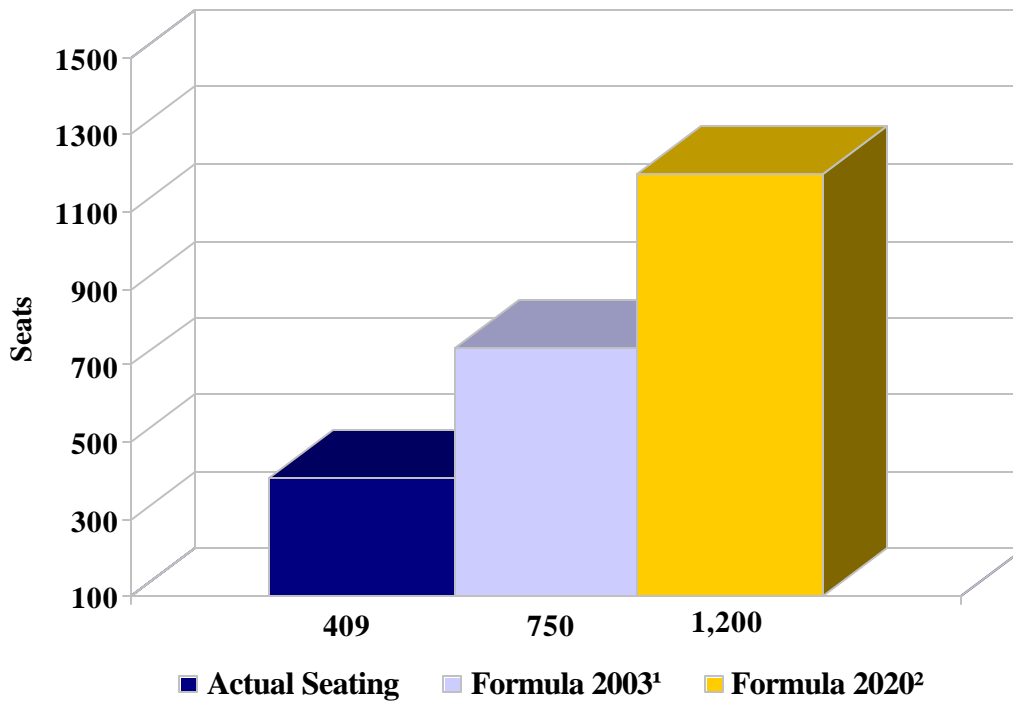
¹*Formula: Seats required = Average number of patrons present at any one time x 150%*
           [500 x 1.5 =750]
²*Formula: Seats required = Average number of patrons present at any one time x 150%*
           [800 x 1.5 = 1200]

Technology: The long lines outside the Central Library computer laboratory tell the story: The Library does not have enough technology to respond to the increasing demands of the community for technology services. Furthermore, in the Central Library, the wiring and space infrastructure render it impossible to add additional computer workstations. The new Main Library has provision for significant numbers of additional workstations, but until that facility is built, the long lines of people waiting to use computers will continue in the Central Library.